

Mathematics

By a group of supervisors

PARENTS' GUIDE

Interactive E-learning Application



3rd
PRIMARY
FIRST TERM
2025

GENERAL NOTES

for parents

Dear parents...



This guide is intended to help you work with your child to improve his or her high ordered thinking (H.O.T.) in mathematics.

It contains activities which are arranged according to the daily practice at school. Each of them has been prepared in harmony with what your child learned at school, and focusing on specific skills.

You will find in each page of this guide, a hint about what your child learned at school (day by day), and the related home activities.

Each activity is clearly labeled with the skill it teaches, and with some additional information, and further activities or experiments written especially for you.

The book is designed in an artistic and beautiful way, to make your child appreciate colorful illustrations and have fun doing the different exercises.

For a better use of this guide, and for getting better results, here are some remarks and suggestions for you, parents :

- Try to make your child's learning time secure and happy.
- Do your best to transmit the message that learning is challenging, enjoyable, and rewarding.
- When you are working with your child using this guide, encourage him / her to talk and to explain (Why? How? ...)
- Connect math to daily life, and encourage your child to tell or show you how he or she uses math in daily life.
- Praise your child's successes and encourage his or her efforts.
- Offer positive help when your child makes a mistake, and treat errors as opportunities to help your child learn something new.



New Application



Interactive application presented from...



How to use the application 1. Download the app. 2. Create an account. 3. Use the book code.

Enjoy

Interactive learning on all subjects and get all the app features free.



Explanation



Educational
videos



Educational
games



Interactive tests



Exercises



Connect with
your teacher



Follow up
reports



Notifications



Educational
news

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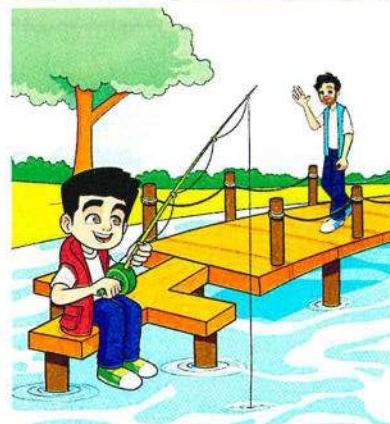
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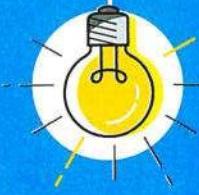
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HOW TO USE THIS GUIDE?

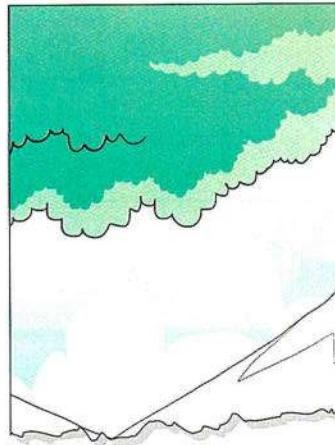


Revision

Activities to review what your child had learned in primary two.

Revision 1

- | | | |
|--|---|--------------------------------------|
| 1 Count the amount. Write the total.
 | 2 Write the time.
 | 3 Subtract.
473
- 228
_____ |
| 4 Write odd or even.
a. 31 _____
b. 42 _____
c. 90 _____
d. 87 _____ | 5 Compare using >, < or =.
a. 138 <input type="radio"/> 146
b. 599 <input type="radio"/> 499
_____ | $300 + 60 + 8$ |



Outcomes of chapter one :

At the end of chapter one, your child will be able to:

- Lesson 1 : Patterns
 - Identify repeating and number patterns.
 - Determine the next two elements in a pattern.
- Lesson 2 : More of bar graphs
 - Identify elements of a bar graph.
 - Organize, represent, and analyze data from a bar graph.
- Lesson 3 : Line plot
 - Identify the elements of a line plot.
 - Collect and record data.
 - Create a line plot.

Outcomes

Describe the skills your child will learn in each lesson of the chapter.

Title

The lesson title describes the skill your child will learn in this lesson.

Learn

Explaining for the concept or the skill that your child should learned.

Check

A direct exercise to let your child check his/her understanding the concept.

Notes for parents

Extra activities to share with your child at home.

Lesson

1

Patterns

Learn 1 Visual and number pattern

- Pattern is an ordered set of objects or numbers related to each other in a certain rule.

In this lesson you will learn two kinds of patterns.

Visual pattern

- Visual pattern is an ordered set of objects have repeated part called pattern unit.

Example :

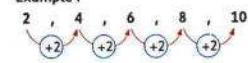


- The pattern unit is

Number pattern

- Number pattern is a list of numbers that follow a certain rule.

Example :



- The pattern rule is $+2$.

Example ①

Extend the pattern.

a.



b.



Check

Extend the pattern.

a.



b.



Solution



Chapter 1
Lesson 1
Notes for parents
14 Ask your child to find examples of patterns in your home.

Exercise

Miscellaneous questions on the concept or the skill of the lesson.

From the school book

Selected questions from the school book.

Direction

What your child needs to do for the activity.

Help your child by reading the directions and let him/her answer the question.

Exercise

1

On Lesson 1

Patterns

From the school book

Work area

1 Extend the pattern.

- ● ● ● ● ● ● ● ● ●
- ● ● ● ● ● ● ● ● ●
- 1 2 1 2 1 2 1 2 1 2
- ◆ ● ◆ ● ◆ ● ◆ ● ◆
- ■ ■ ■ ■ ■ ■ ■ ■ ■
- ▲ ■ ■ ■ ■ ■ ■ ■ ■
- ▲ ■ ■ ■ ■ ■ ■ ■ ■ ■
- ■ ■ ■ ■ ■ ■ ■ ■ ■

2 Discover the pattern rule. Write the missing numbers and the rule.

Rule

a. 20 22 24

Challenge

A problem to challenge your child. He/she may need your help to solve it.

Smiley faces stickers

Place a smiley face at the end of each lesson.

Challenge **10** Ring the longest length.

90 mm 88 cm 100 mm 90 cm

11 Complete.

- | | |
|--|--|
| a. $4 \text{ cm} + \underline{\hspace{2cm}} = 70 \text{ mm}$ | b. $10 \text{ mm} + \underline{\hspace{2cm}} = 3 \text{ cm}$ |
| c. $90 \text{ mm} - \underline{\hspace{2cm}} = 2 \text{ cm}$ | d. $8 \text{ cm} - \underline{\hspace{2cm}} = 20 \text{ mm}$ |
| e. $5 \text{ m} - \underline{\hspace{2cm}} = 300 \text{ cm}$ | f. $\underline{\hspace{2cm}} \text{ m} + 40 \text{ cm} = 540 \text{ cm}$ |

Place a smiley face

I like to give helpful math tips.

**Math tip**

The Math tip mascot provides your child hints or tips when doing math.

I will help you remember. You will not forget with me around.

**Remember**

The Remember mascot helps your child connect previous knowledge to the lesson or concept.

REVISION

► In this revision your child will review on what he/she had learned in primary two.



Revision 1

1 Count the amount. Write the total.



_____ L.E.

Can you buy
the ball?

Yes No

2 Write the time.



_____ : _____

3 Subtract.

$$\begin{array}{r} 473 \\ - 228 \\ \hline \end{array}$$

4 Write odd or even.

a. 31

b. 42

c. 90

d. 87

5 Compare using $>$, $<$ or $=$.

a.

138



146

b.

599



499

c.

368



$300 + 60 + 8$

6 Choose.
Number of
vertices of
a cube is _____

- 5 6
 8 12

7 Round each
number to the
nearest hundred.

a. 95 _____

b. 261 _____

c. 739 _____

8 238 hot dog sandwiches were sold.
415 burger sandwiches were sold.
How many sandwiches were sold
together ?

9 Use the pictograph. How many
children like mango juice best ?

Favorite juice	
Apple	
Orange	
Mango	

key = 2 children

4

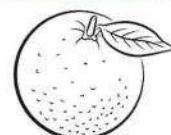
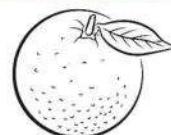
5

8

9

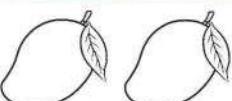
10 Color to show the fraction.

a.



$\frac{1}{2}$ of the oranges are orange.

b.



$\frac{3}{4}$ of the mangoes are green.

Revision 2

1 Complete.

a. _____ = $700 + 50 + 4$

b. Number of sides of a triangle is _____

c. Two thirds = _____

d. $19 - \underline{\quad} = 10$

e. Five hundred fifteen in standard form is _____

4 Choose.

$61 + 28$
is about _____

- 80 70
 90 40

5 Draw the hour hand and the minute hand.



06:45

7 Count the amount and write the total.

a.



L.E.

b.



L.E.

9 Complete each pattern.

a. 13, 15, 17, _____, _____, _____

b. 89, 79, 69, _____, _____, _____

c. 5, 10, 15, _____, _____, _____

2 Add to find the total.

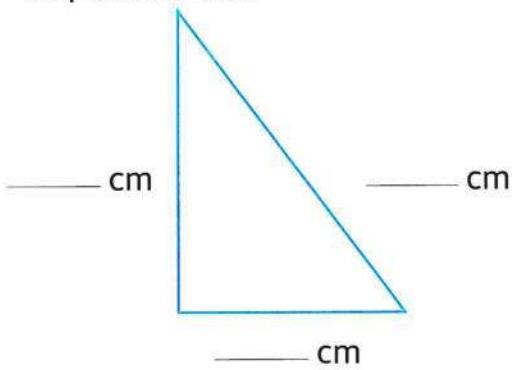
$$23 + 14 + 39 + 16$$

3 Choose.

The mass of is about _____

- 1 gm 5 kg
 50 kg 100 kg

6 Measure and write the length of required sides.



_____ cm

_____ cm

_____ cm

8 Omar has 354 pounds.

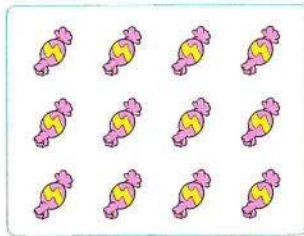
He gave his sister Mariam 160 pounds.

How much money does he have left ?

10 Choose.

The repeated addition equation of the opposite array is _____

- $4 + 4 + 4 + 4$
 $3 + 3 + 3$
 $4 + 4$
 $3 + 3 + 3 + 3$



Revision 3

1 Complete.

- Number of vertices of trapezium is _____
- The number of rows of the array 3 by 5 is _____
- The value of 7 in the number 678 is _____
- _____ - 19 = 7

2 Dalia baked a pizza and cut it into three equal pieces. Her brother ate one of them. What fraction of the pizza left?

The fraction is _____



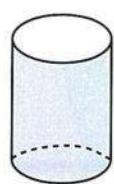
3 Add.

a. b.

$$\begin{array}{r} 257 \\ + 81 \\ \hline \end{array}$$

$$\begin{array}{r} 139 \\ + 440 \\ \hline \end{array}$$

4 Name the solid and write the missing number.



Name : _____
 vertices _____ edges _____ flat faces _____

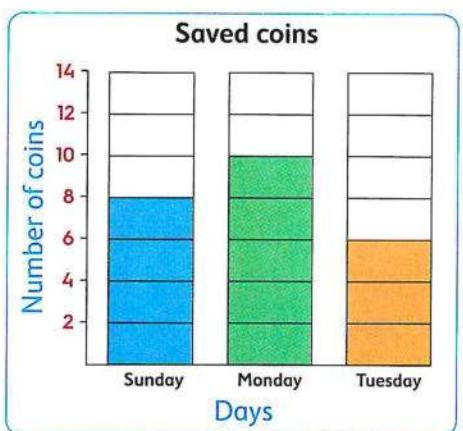
5 Subtract.

a. b.

$$\begin{array}{r} 459 \\ - 226 \\ \hline \end{array}$$

$$\begin{array}{r} 308 \\ - 120 \\ \hline \end{array}$$

6 Use the bar graph. How many coins are saved on Monday?



7 Arrange from the greatest to the smallest.

129 291 219 192

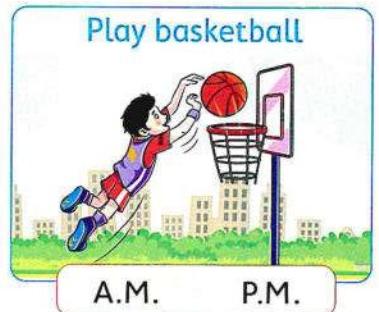
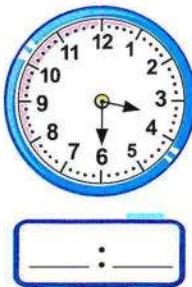
Order is : _____ , _____ , _____ , _____

8 Write the following numbers in words.

- 80 _____
- 5 _____
- 14 _____
- 60 _____

9 Write the time.

Then circle A.M. or P.M.

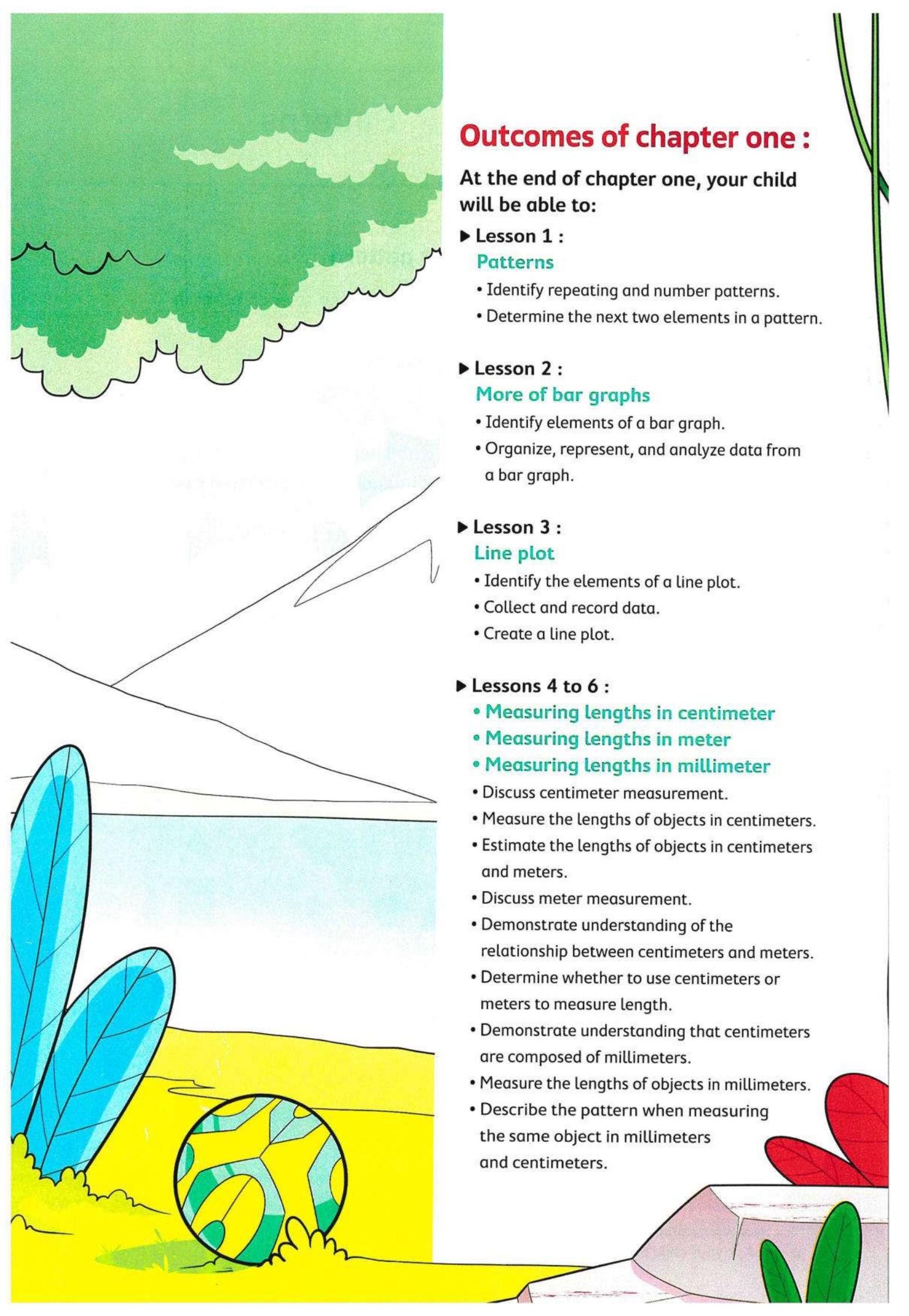


10 A fruit seller bought 67 kilograms of orange and 85 kilograms of apple. What is the weight in all?

CHAPTER

1





Outcomes of chapter one :

At the end of chapter one, your child will be able to:

► **Lesson 1 :**

Patterns

- Identify repeating and number patterns.
- Determine the next two elements in a pattern.

► **Lesson 2 :**

More of bar graphs

- Identify elements of a bar graph.
- Organize, represent, and analyze data from a bar graph.

► **Lesson 3 :**

Line plot

- Identify the elements of a line plot.
- Collect and record data.
- Create a line plot.

► **Lessons 4 to 6 :**

• Measuring lengths in centimeter

• Measuring lengths in meter

• Measuring lengths in millimeter

- Discuss centimeter measurement.
- Measure the lengths of objects in centimeters.
- Estimate the lengths of objects in centimeters and meters.
- Discuss meter measurement.
- Demonstrate understanding of the relationship between centimeters and meters.
- Determine whether to use centimeters or meters to measure length.
- Demonstrate understanding that centimeters are composed of millimeters.
- Measure the lengths of objects in millimeters.
- Describe the pattern when measuring the same object in millimeters and centimeters.

Lesson

1

Patterns



Learn 1 Visual and number pattern

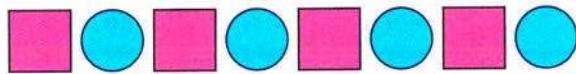
- Pattern is an ordered set of objects or numbers related to each other in a certain rule.

In this lesson you will learn two kinds of patterns.

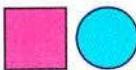
Visual pattern

- Visual pattern is an ordered set of objects have repeated part called pattern unit.

Example :



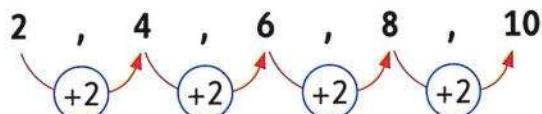
- The pattern unit is



Number pattern

- Number pattern is a list of numbers that follow a certain rule.

Example :



- The pattern rule is

Solution

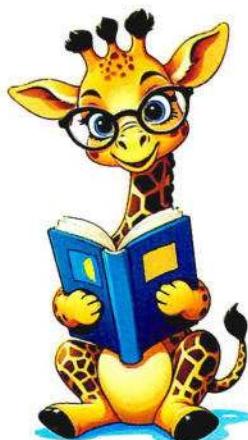
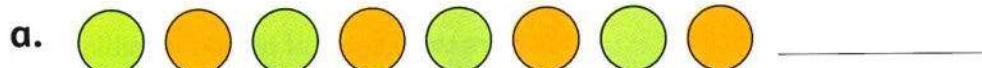
Example 1

Extend the pattern.



Check

Extend the pattern.



Example (2)

Discover the pattern rule to extend the pattern and write the rule.

a. 10 , 20 , 30 , 40 , _____ , _____

Rule ►

b. 95 , 90 , 85 , 80 , _____ , _____

Rule ►

Solution ✓

a. 50 , 60 Rule ► + 10 ▶ Note : The numbers are getting larger.

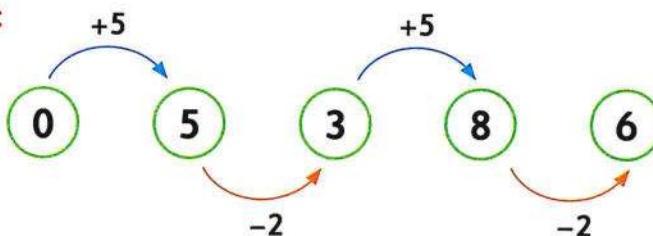
b. 75 , 70 Rule ► - 5 ▶ Note : The numbers are getting smaller.

Remark

- Sometimes number patterns have a rule that requires to add and subtract in the same pattern.

Notice the numbers are increasing and decreasing in the same pattern.

For example :



The rule is : + 5 , - 2

Check

Use the pattern rule to extend the pattern.

27 30 33 36 39 _____ _____

+ 3 + 3 + 3 + 3 + 3 + 3

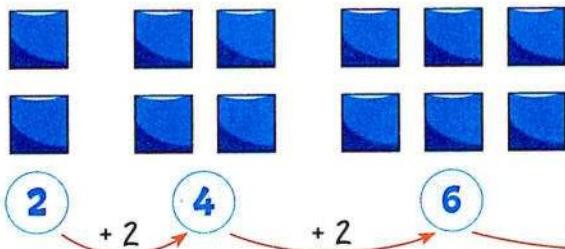
96 86 76 66 56 _____ _____

- 10 - 10 - 10 - 10 - 10 - 10

- Practice your child skip-counting by twos, threes, fours, fives and tens.
- Ask your child to find the rule and follow it to complete the patterns.

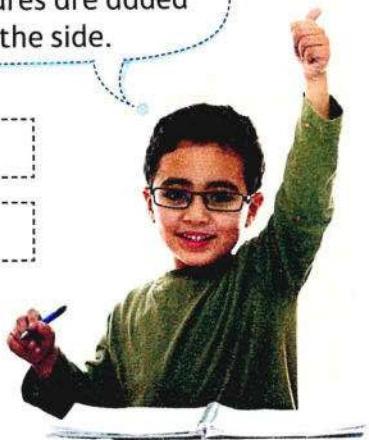
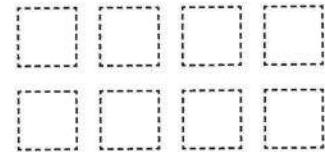
Learn 2

- In this pattern you can predict what might come next in the pattern.



So, The next step has 8 squares.

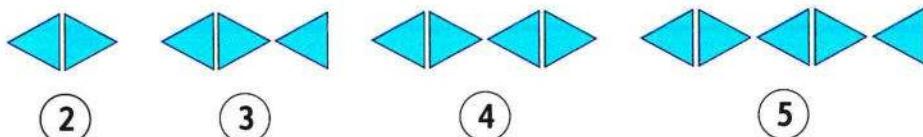
Each step 2 more squares than the last step.
The squares are added to the side.



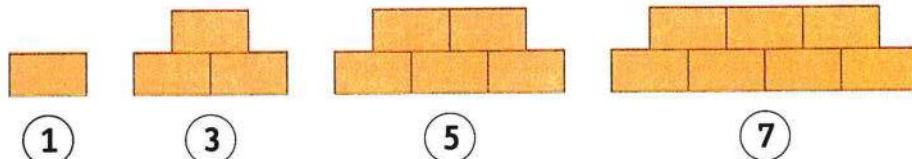
Example 3

Extend the pattern. Write the number of items you draw.

a.

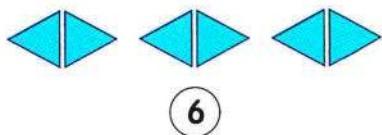


b.

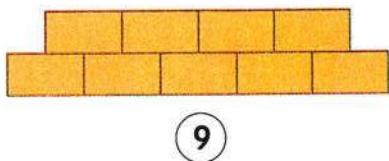


Solution ✓

a.



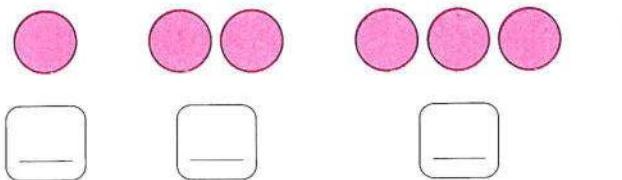
b.

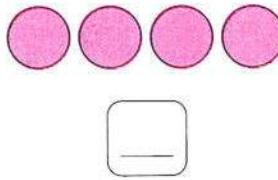


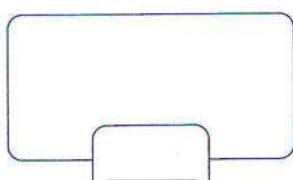
9

Check 🔎

Draw what might come next in the pattern. Write the number of items in each step.







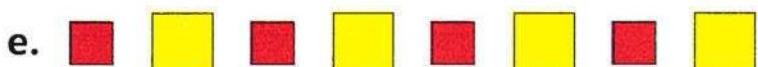
Exercise 1

On Lesson 1

Patterns

 From the school book

1 Extend the pattern.



Work area



2 Discover the pattern rule. Write the missing numbers and the rule.

Rule

a. 20 , 22 , 24 , 26 , _____ , _____

b. 70 , 65 , 60 , 55 , _____ , _____

c. 83 , 73 , 63 , 53 , _____ , _____

d. 12 , 23 , 34 , 45 , _____ , _____

e. 21 , 31 , 41 , 51 , _____ , _____

f. 49 , 46 , 43 , 40 , _____ , _____

3 Find the rule. Complete in the same pattern.

a. 30, 40, 50, 60, 70, _____, _____, _____, _____, _____

b. 52, 54, 56, 58, _____, _____, _____, _____, _____

c. 39, 35, 31, 27, _____, _____

d. 98, 88, 78, 68, _____, _____

e. 33, 37, 41, 45, _____, _____

f. 120, 125, 130, 135, _____, _____

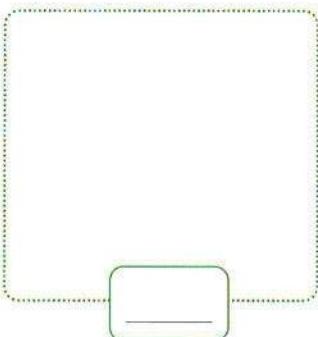
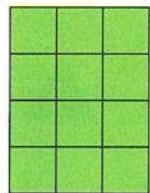
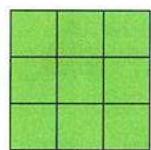
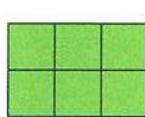
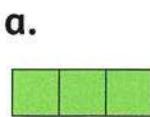
g. 95, 90, 85, 80, _____, _____

h. 58, 54, 50, 46, _____, _____

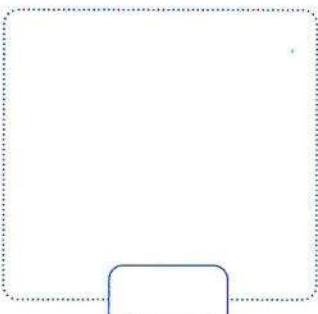
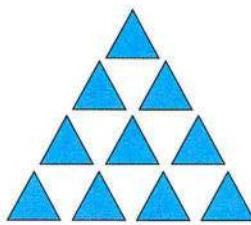
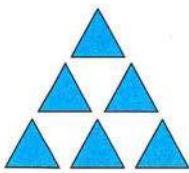
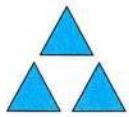
i. 10, 22, 34, 46, _____, _____

j. 24, 35, 46, 57, _____, _____

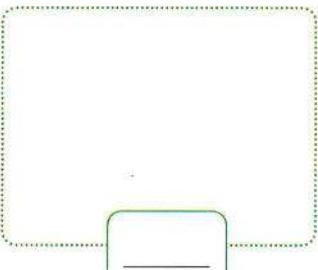
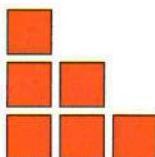
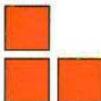
4 Draw what comes next in each pattern. Write the number of items in each step.

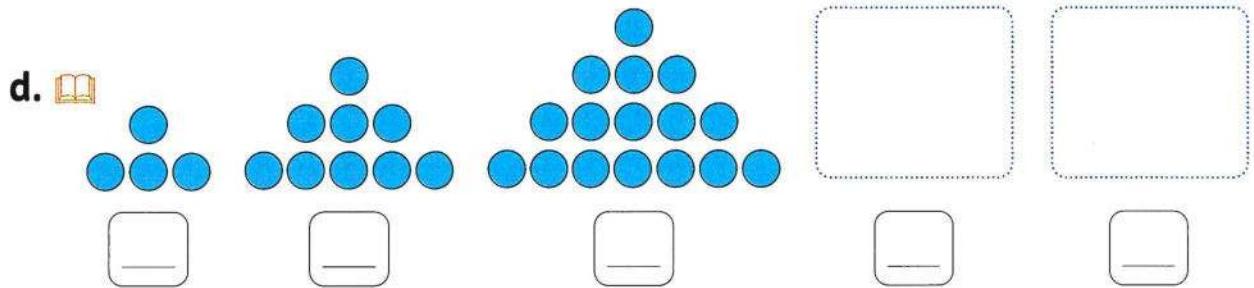


b.

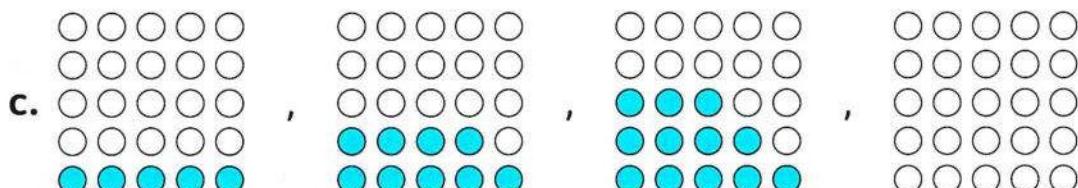
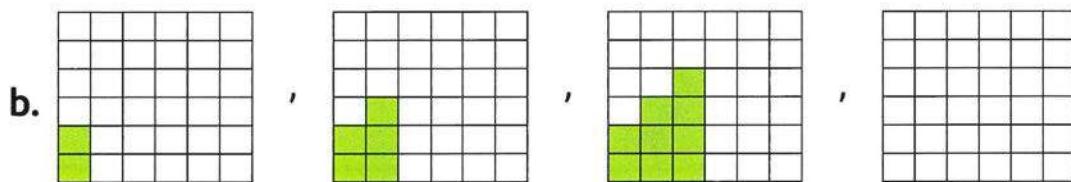
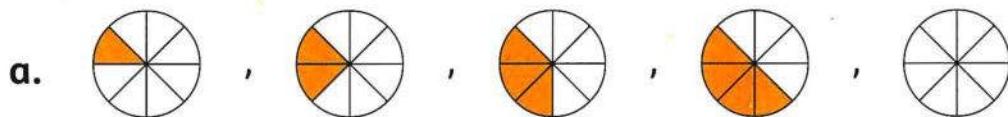


c.





5 Color to complete the pattern.



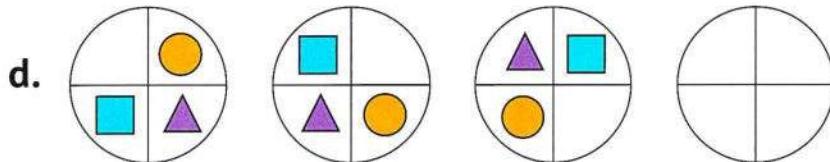
Challenge

6 Find the rule. Extend the pattern.

a. 30 , 35 , 33 , 38 , 36 , 41 , 39 , _____ , _____

b. 1 , 2 , 4 , 7 , 11 , _____ , _____

c. 1 , 1 , 2 , 3 , 5 , _____ , _____



Place
a smiley
face

Lesson 2

More of bar graphs



Learn

Tally marks, tally table and bar graph

- Tally mark is a mark used to record votes or other items.

Tally marks

| means 1

|||| means 5



Tally					
Number	1	2	3	4	5
Tally					
Number	6	7	8	9	10

- Tally table is a table uses tally marks to record data.

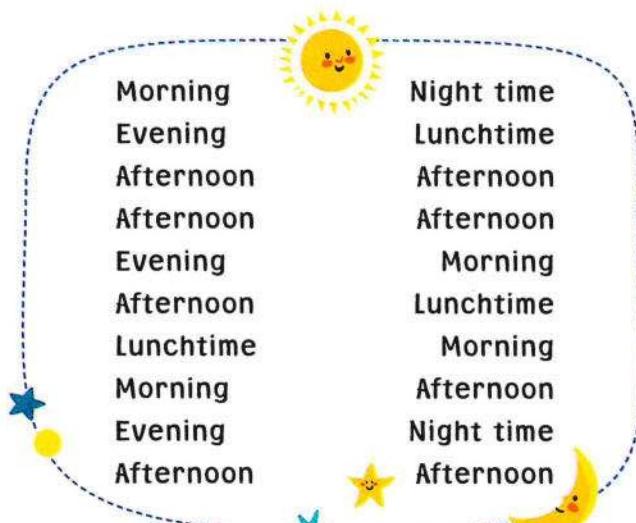
Example ①

This a survey about favorite time of a day. Make a tally table and then use it to make a bar graph.

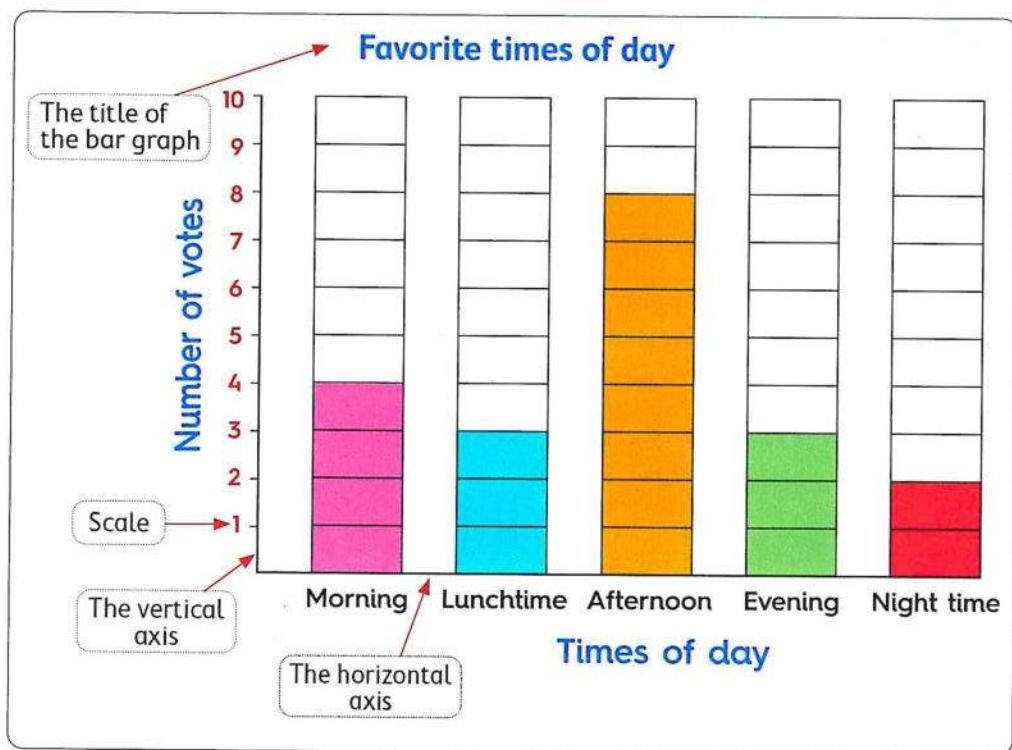
Solution ✓

Favorite times of day		
Times of day	Tally	Number
Morning		4
Lunchtime		3
Afternoon		8
Evening		3
Night time		2

Tally table



Think
It is better to record votes by using tally table than record it by writing its name.

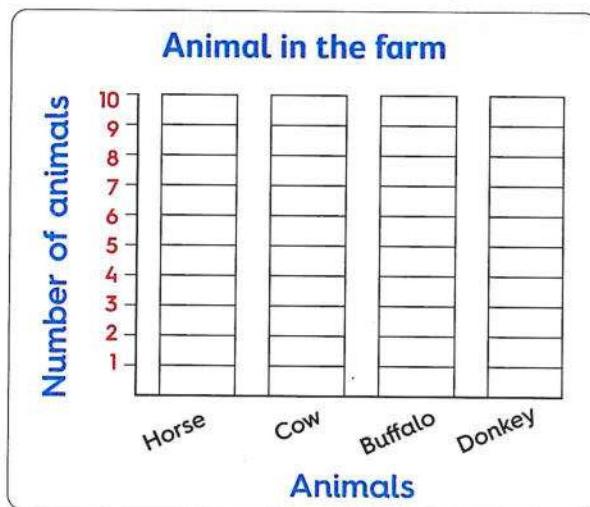


- Bar graph is a graph that uses bars to show data.
- Each bar graph has a scale which is the numbers that show the units used on a bar graph.

Check

Complete the tally table. Color the graph to show data, then answer the questions.

Animals in the farm		
Animal	Tally	Number
Horse		—
Cow		—
Buffalo		—
Donkey		—



- What is the number of cows in the farm ? _____
- Which animal has the greatest number ? _____
- Which animal has the least number ? _____
- How many animals are there in the farm ? _____
- Ask your child to survey another favorite such as favorite animals and organize his/her data using tally table.

Exercise

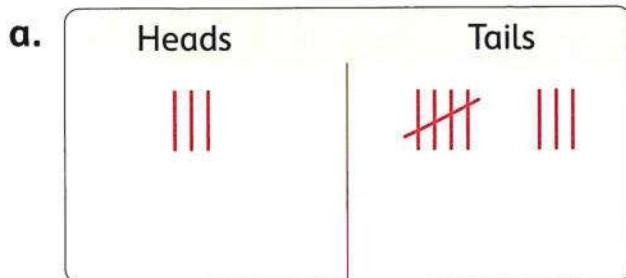
2

On Lesson 2

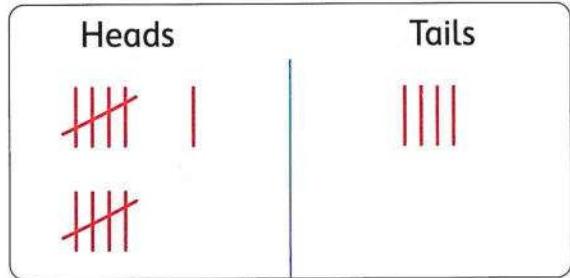
More of bar graphs

1 Here are some other tallies.

Count how many heads, how many tails, and how many in all.

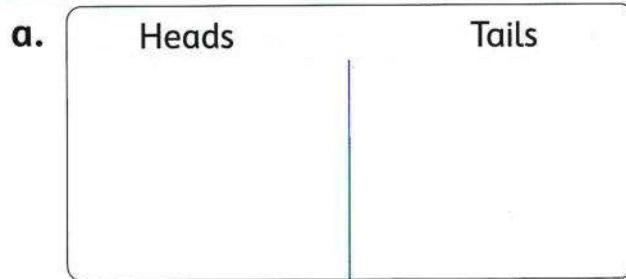


- How many heads ? _____
 - How many tails ? _____
 - How many in all ? _____

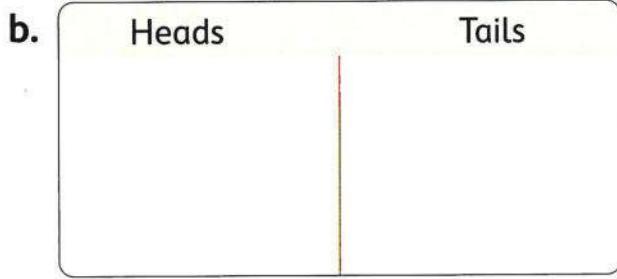


- How many heads ? _____
 - How many tails ? _____
 - How many in all ? _____

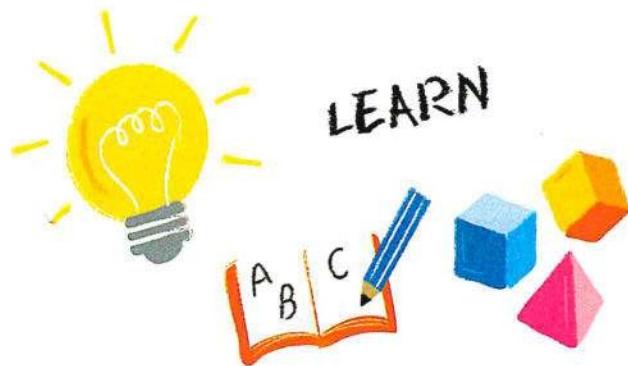
2 Show the tallies for each chart.



- Show 7 heads.
 - Show 13 tails.
 - How many in all ? _____



- Show 12 heads.
 - Show 18 tails.
 - How many in all ? _____



3 Hany made this list of the shirt colors his friends were wearing.

Make a tally table. Then answer.

a. How many children were wearing blue shirts ? _____

b. What was the color of the most shirt ? _____

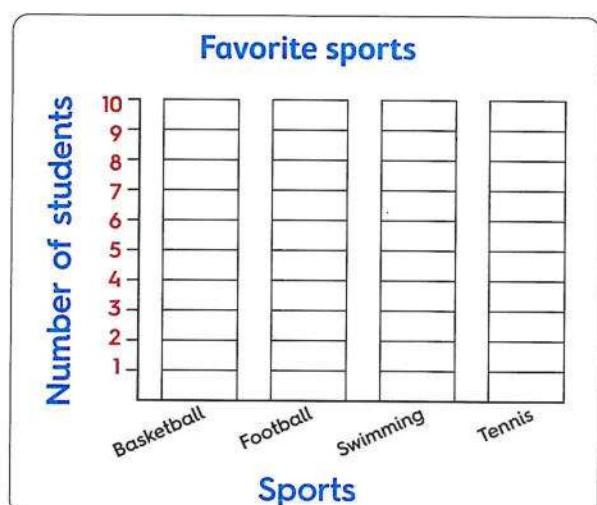
c. List the shirt color data from the least to the greatest : _____ , _____ , _____

Shirt color			
Blue	Red	Blue	Green
Green	Green	Blue	Red
Blue	Blue	Red	Blue
Red	Red	Blue	Red
Blue	Blue	Blue	Red

Shirt color		
Color	Tally	Number
_____	_____	_____
_____	_____	_____
_____	_____	_____

4 Count the tallies. Write the total. Color the graph to show the data.

Favorite sports		
Sports	Number of students	Number
Basketball		_____
Football		_____
Swimming		_____
Tennis		_____



Answer the questions :

a. How many students did vote for football ?
_____ students.

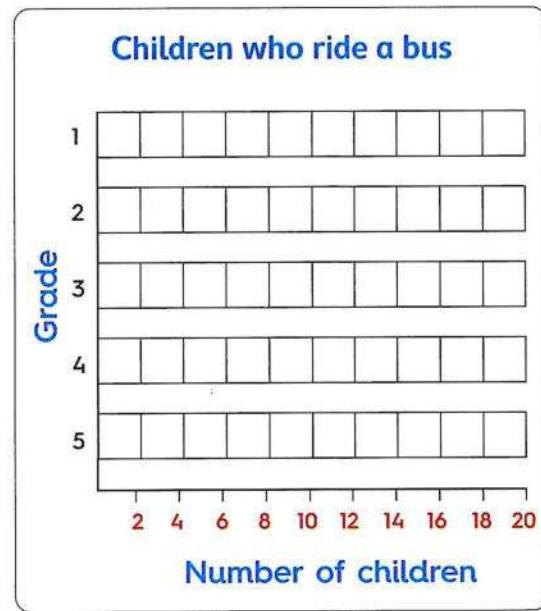
b. Which sport is favored by the most ? _____

c. Which sport is favored by the least ? _____



5 Count the tallies. Write the total. Color the graph to show the data.

Children who ride a bus		
Grade	Number of children	Number
1		_____
2		_____
3		_____
4		_____
5		_____



1. Answer the following questions :

- a. How many children in grade 4 ride the bus to school ? _____
 - b. How many children in grade 3 ride the bus to school ? _____
 - c. Which grade has the most children who ride the bus ? _____
 - d. Which grade has the least children who ride the bus ? _____
-

2. Put (✓) to the correct statement or (✗) to the incorrect statement.

- a. Number of children in grade 5 who ride bus to school is greater than number of children in grade 2 who ride bus to school. ()
- b. Number of children are equal in grade 2 and 3 who ride bus to school. ()
- c. Number of children in grade 3 who ride bus to school is 15 ()
- d. Number of children in grade 1 and grade 4 who ride bus to school is 60 ()

6 This is a survey about our favorite season in the class.

Make a tally table and then use it to make a bar graph.

Our favorite season

Season	Tally	Number
Winter		_____
Spring		_____
Summer		_____
Fall		_____

Summer Winter Summer Fall
Fall Winter Winter Summer
Fall Summer Summer Fall
Winter Fall Summer Spring
Spring Summer Fall Summer



1. Answer the questions.

a. Which season is favored by the most ? _____

b. Which season is favored by the least ? _____

c. How many students did vote in total ? _____

2. Put (✓) to the correct statement or (✗) to the incorrect statement.

a. Number of students who liked summer is 8 ()

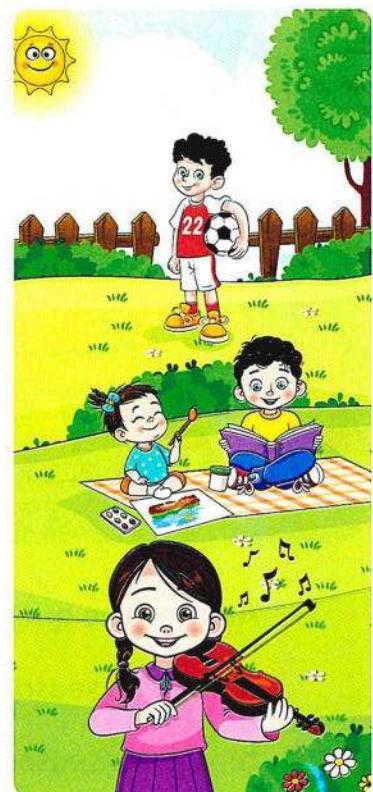
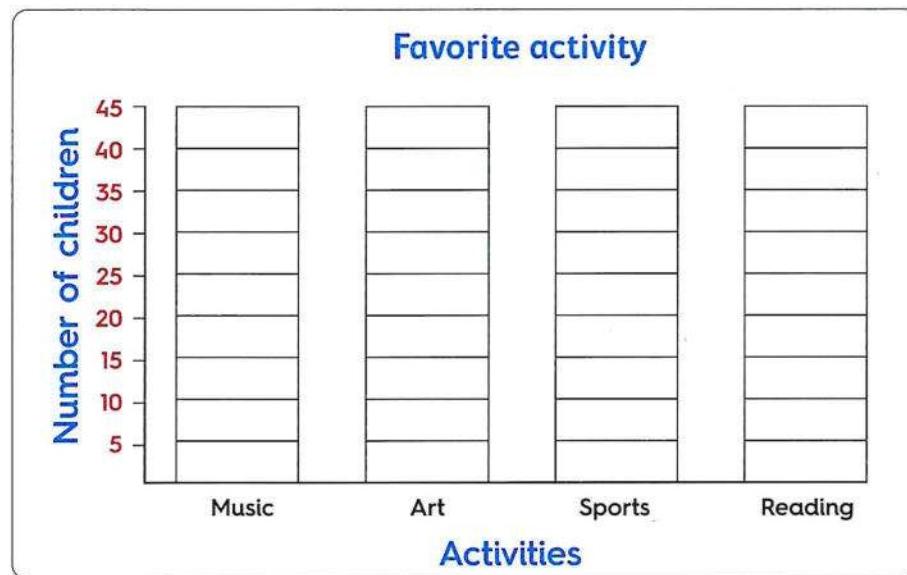
b. Number of students who liked fall more than winter is 3 ()

c. Number of students who liked spring and summer altogether is 10 ()

7 Complete the tally table, then use it to make a bar graph.

Favorite activity		
Activity	Tally	Number
Music		—
Art		—
Sports	 	—
Reading		—

Convert the same data into a bar graph.



1. Answer following questions.

- How many people liked music best? _____ people.
- Which activity is liked the least? _____
- Which activity is liked the most? _____
- How many people in all liked art and sports activities? _____ people.
- How many people liked sports more than art? _____ people.

2. Compare. Write ">, = or <".

- Number of people who liked reading. Number of people who liked art.
- Number of people who liked sports. Number of people who liked music.

Line plot



Learn

What is a line plot ?

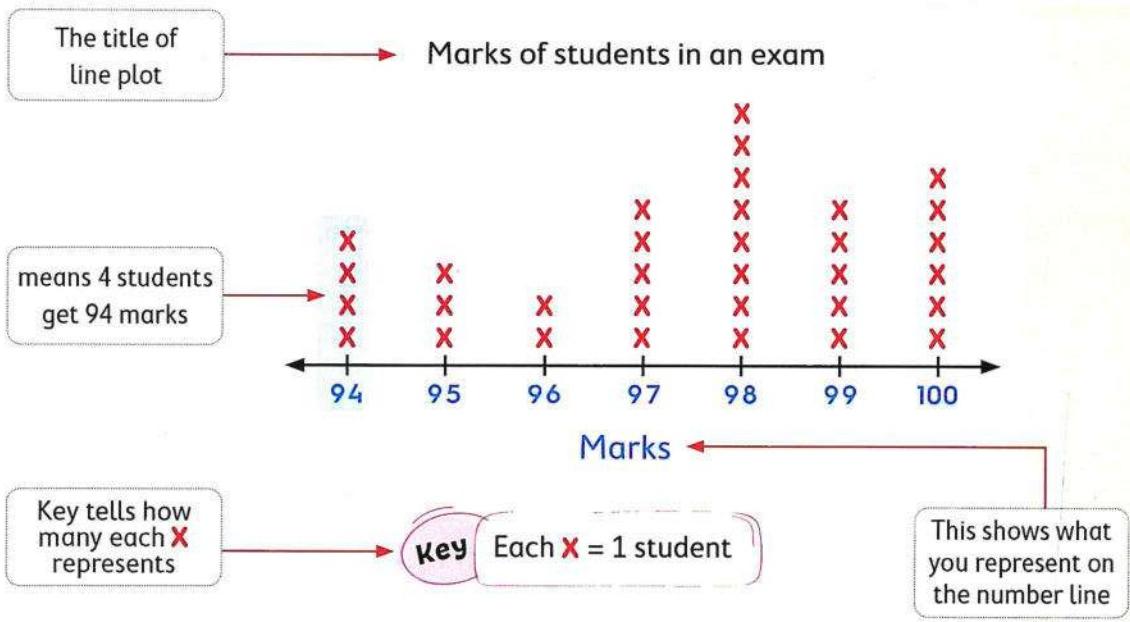
- Line plot is a graph shows how many times something happened.
- It is a graph that shows the data as X's above a number line.

Example

The following table shows the marks of students in an exam :

Marks	94	95	96	97	98	99	100
Number of students (frequency)	4	3	2	5	8	5	6

You can show these data using a line plot as follows :



From the graph :

- The number of students who get 98 marks is 8 students.
- The number of students who get smaller than 98 is $5 + 2 + 3 + 4 = 14$ students.
- The number of students who get greater than 98 is $5 + 6 = 11$ students.
- The number of students who get the highest mark is 6 students.
- The number of students who get the lowest mark is 4 students.

Notes for parents

- Tell your child that the "frequency" means how many times a piece of data appears.

Example

The following data shows the weights of 30 students in kilograms.

Make a line plot to show these data, and then answer the questions.

28	26	29	24	26	30
30	25	28	27	28	26
24	30	25	30	28	28
25	26	28	25	28	30
26	24	29	24	30	26

- How many students weight 25 kilograms ? _____
- What is the frequency of 28 in these data ? _____
- What weight has the most frequency ? _____
- What weight has the least frequency ? _____
- How many students weight less than 26 kilograms ? _____
- How many students weight more than 27 kilograms ? _____

Solution

To make a line plot for these data follow the following steps :

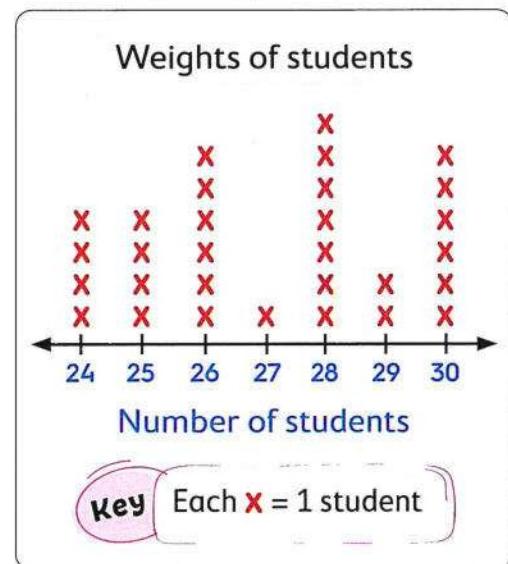
First : Determine the lowest and the greatest weight.

• The lowest weight = 24 kilogram. • The greatest weight = 30 kilogram.

Second : Make a tally table shows how many times each weight appears.

Weights	24	25	26	27	28	29	30
Tallies							
Number of students (Frequency)	4	4	6	1	7	2	6

- 4 students
- 7 students
- 28 kilograms
- 27 kilograms
- $4 + 4 = 8$ students
- $7 + 2 + 6 = 15$ students



Check

The opposite data shows the number of books read by 20 children in a month, complete the tally table, and make a line plot.

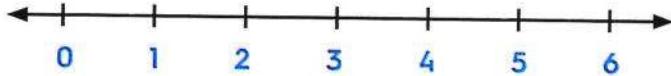
How many books did you read in this month?

4	5	2	3	4
6	1	4	1	5
1	5	0	4	5
5	2	4	5	6

Number of books	0	1	2	3	4	5	6
Tallies							
Number of children	—	—	—	—	—	—	—



Books Read This Month



Number of Books

key Each X = 1 child



Answer the following questions :

- How many children read 6 books ? _____
- How many children read 4 books ? _____
- How many children did not read any book ? _____
- How many children read more than 3 books ? _____
- How many children read 10 books ? _____

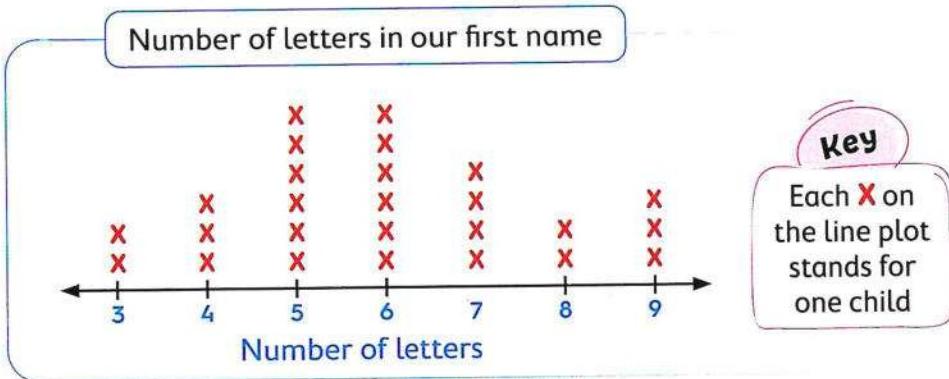
Exercise

3

On Lesson 3

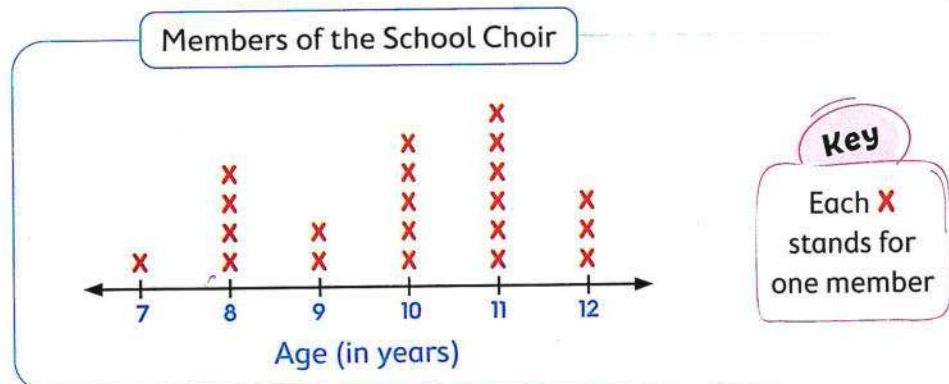
Line plot

- 1 Use the line plot to answer the questions.



- How many children have 5 letters in their first name? _____ children.
- What is the smallest number of letters in a child's first name? _____ letters.
- What is the greatest number of letters in a child's first name? _____ letters.

- 2 The data in this line plot shows the ages of a group of students in a school choir.
The number line shows the ages of the students.
Use the line plot to answer the questions.

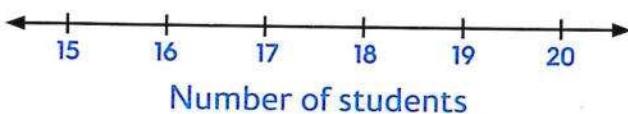


- How many students are 8 years old? _____
- How many students are 10 years old? _____
- How many students are 12 years old? _____
- What is the frequency of 11 years in this data? _____
- How many students are in the choir? _____
- How many students are younger than 10 years old? _____



3 Use the table to draw a line plot.

Marks of students in an exam



Marks of students in an exam

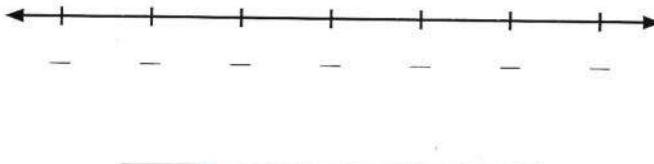
Marks	Number of students
15	2
16	1
17	3
18	5
19	4
20	2

Key

Each X = _____ student

4 Use the table to draw a line plot.

Ages of children in karate class



Ages of children in karate class

Age in years	Tallies
7	
8	
9	
10	
11	
12	
13	

Key

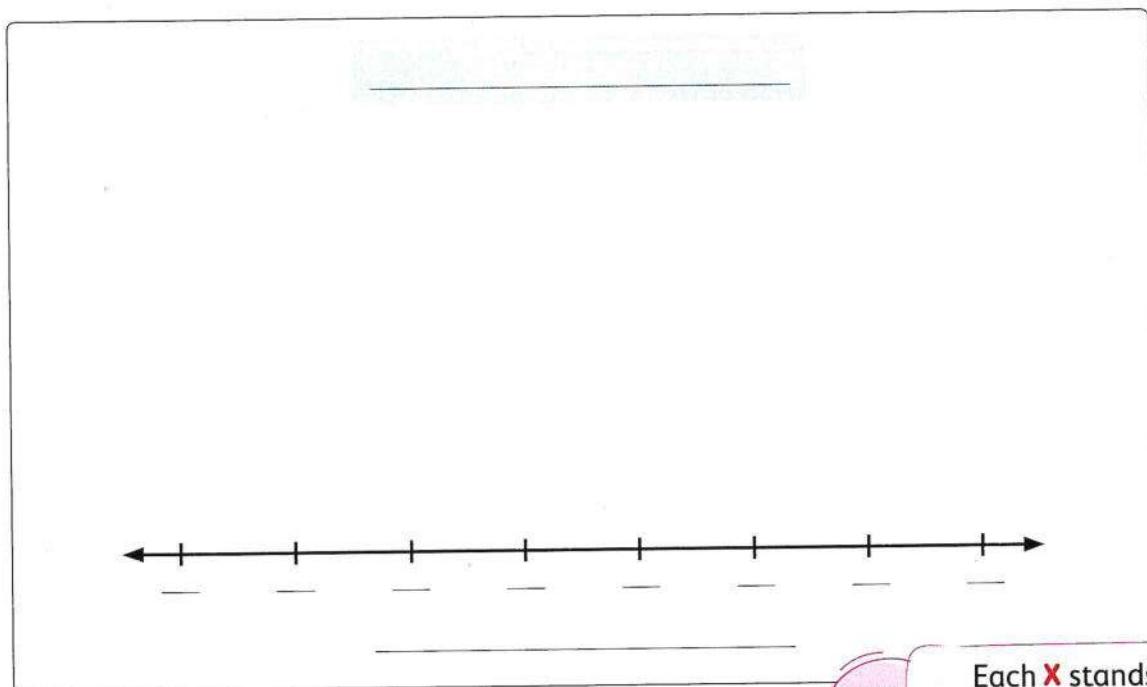
Use the line plot to answer the questions :

- How many children in the class are 11 years ? _____ children.
- What age is the greatest number of children ? _____ years old.
- How many children are in karate class in all ? _____ children.

5 The following numbers are the number of study hours per week for a number of students.

15	14	17	20	21	19
20	18	19	14	16	15
21	15	18	16	19	20
14	17	19	21	20	15
16	14	15	19	21	20

Hours									
Tally									
Frequency									



Each X stands
for —— student

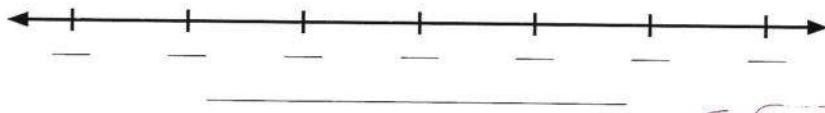
Answer the following questions :

- How many students study 17 hr. per week ? _____
- How many students study 21 hr. per week ? _____
- What is the greatest number of students study a certain number of hours ? _____
- What is the smallest number of students study a certain number of hours ? _____

- 6** The following numbers are the money saved by a number of children in a week in pounds.

50	60	40	30	90	80
40	50	60	70	80	90
50	70	80	90	60	50
70	50	50	60	80	50
70	60	50	40	50	80

Saved money								
Frequency								



Key

Each X stands for _____ child

- 1.** Choose the correct answer.

- The number of children saving 90 pounds is _____. (3 or 4 or 5)
- The number of children saving the least amount of money is _____. (3 or 2 or 1)
- The greatest number of children saved _____ pounds. (50 or 60 or 90)

- 2.** Put (✓) to the correct statement or (X) to the incorrect statement.

- The number of children who saved 70 pounds is 4. ()
- The smallest number of children saved 50 pounds. ()
- The number of all children in all is 90. ()



Lessons 4 to 6

- Measuring lengths in centimeter
- Measuring lengths in meter
- Measuring lengths in millimeter



Learn 1 Length units (meter, centimeter and millimeter)

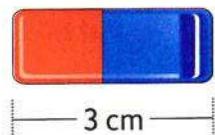
◦ Meter (m) :

Used to measure distances and longer lengths as : buildings and buses.



◦ Centimeter (cm) :

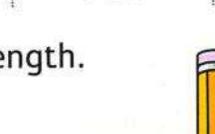
A centimeter (cm) is a small standard unit of measuring length, used to measure the length of small objects as : pencils, books and erasers.



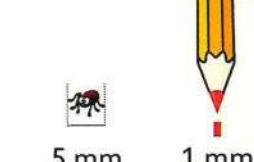
◦ Millimeter (mm) :

- A millimeter (mm) is a very small standard unit of measuring length.

It is used to measure the length of a very small object as the length of an insect.

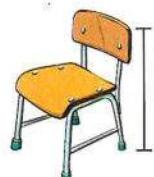


- A millimeter is about the width of the point of the end of your pencil.

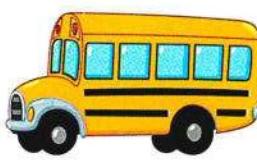


Check

Ring the estimating length.



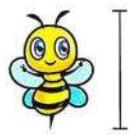
80 cm 80 m



6 mm 6 m



13 cm 8 mm



10 cm 10 mm



50 mm 50 cm



30 cm 30 m

Notes for parents

- Ask your child to find something at home is about 5 cm in length, width or height, and another something is about 1 m
- Ask your child to find objects at home he/she can measure it in millimeter.



Learn 2 Converting length units

There are 100 centimeters in 1 meter

$$1 \text{ m} = 100 \text{ cm}$$

Example :

- $2 \text{ m} = 200 \text{ cm}$
- $5 \text{ m} = 500 \text{ cm}$
- $8 \text{ m} = 800 \text{ cm}$

When moving from meters to centimeters, the number gets two zeros on the end.

There are 10 millimeters in 1 centimeter

$$1 \text{ cm} = 10 \text{ mm}$$

Example :

- $2 \text{ cm} = 20 \text{ mm}$
- $4 \text{ cm} = 40 \text{ mm}$
- $19 \text{ cm} = 190 \text{ mm}$

When moving from centimeters to millimeters, the number gets a zero on the end.

Example ①

Complete.

a. $6 \text{ m} = \underline{\hspace{2cm}}$ cm

b. $9 \text{ m} = \underline{\hspace{2cm}}$ cm

c. $5 \text{ cm} = \underline{\hspace{2cm}}$ mm

d. $28 \text{ cm} = \underline{\hspace{2cm}}$ mm

e. $\underline{\hspace{2cm}} \text{ m} = 700 \text{ cm}$

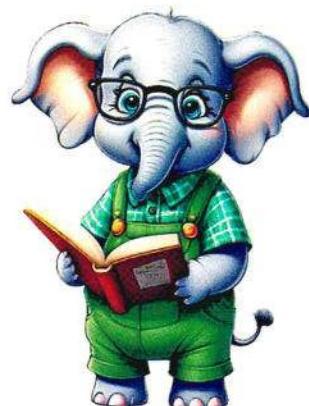
f. $\underline{\hspace{2cm}} \text{ cm} = 120 \text{ mm}$

g. $2 \text{ m} + 5 \text{ m} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ cm}$

h. $6 \text{ m} + 30 \text{ cm} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ cm}$

i. $30 \text{ cm} + 10 \text{ mm} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ mm}$

j. $60 \text{ cm} + 20 \text{ cm} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ mm}$



Solution ✓

a. 600

d. 280

g. $200 \text{ cm} + 500 \text{ cm} = 700 \text{ cm}$

i. $300 \text{ mm} + 10 \text{ mm} = 310 \text{ mm}$

b. 900

e. 7

h. $600 \text{ cm} + 30 \text{ cm} = 630 \text{ cm}$

j. $600 \text{ mm} + 200 \text{ mm} = 800 \text{ mm}$

- Later in this year, your child will understand that when moving from centimeters to millimeters he/she can multiply by 10.

Example (2)

Compare, write " $>$, $=$ or $<$ ".

a. 9 cm 9 mm

c. 20 cm 200 mm

e. $3\text{ m} + 15\text{ cm}$ 315 cm

b. 50 mm 5 cm

d. 80 cm 90 mm

f. $7\text{ cm} + 5\text{ mm}$ 705 mm

Solution

a. 9 cm  $\boxed{>} 9\text{ mm}$

c. 20 cm  $\boxed{=}$ 200 mm

e. $3\text{ m} + 15\text{ cm}$  $\boxed{=}$ 315 mm
 $300 + 15 = 315\text{ cm}$

b. 50 mm  $\boxed{=}$ 5 cm
 $50 \downarrow$
 50 mm

d. 80 cm  $\boxed{>} 90\text{ mm}$
 $800 \downarrow$
 800 mm

f. $7\text{ cm} + 5\text{ mm}$  $\boxed{<} 705\text{ mm}$
 $70 + 5 \downarrow$
 75 mm

Check

Complete.

a. $3\text{ m} = \underline{\hspace{2cm}}$ cm

c. $10\text{ cm} = \underline{\hspace{2cm}}$ mm

e. $\underline{\hspace{2cm}}\text{ cm} = 400\text{ mm}$

b. $8\text{ cm} = \underline{\hspace{2cm}}$ mm

d. $\underline{\hspace{2cm}}\text{ m} = 400\text{ cm}$

f. $\underline{\hspace{2cm}}\text{ cm} = 250\text{ mm}$

g. $40\text{ cm} + 20\text{ mm} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}\text{ mm}$

h. $207\text{ cm} = \underline{\hspace{2cm}}\text{ m} + \underline{\hspace{2cm}}\text{ cm}$



Learn 3

How to use a ruler to measure the length of any object

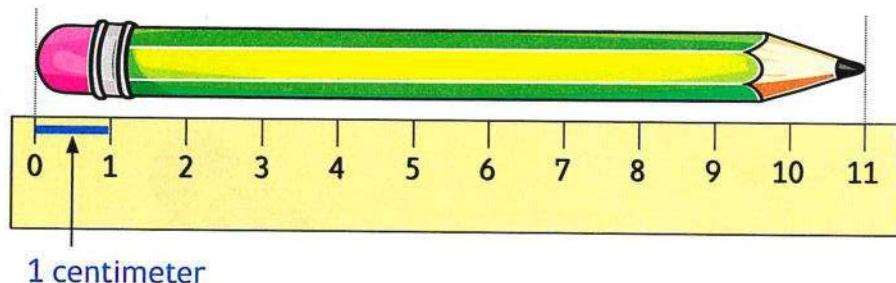
Step 1

Line up one end of the pencil with the zero mark on the ruler.

Step 2

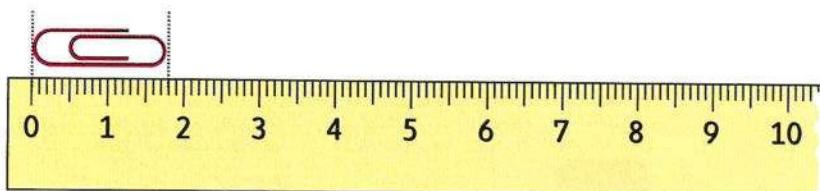
Find the centimeter mark on the ruler that is at the other end of the pencil.

- What is the length of the pencil in centimeters ?

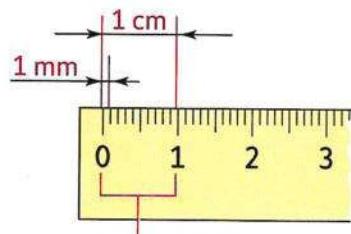


The length of the pencil is 11 cm

- What is the length of the paper clip in millimeters ?

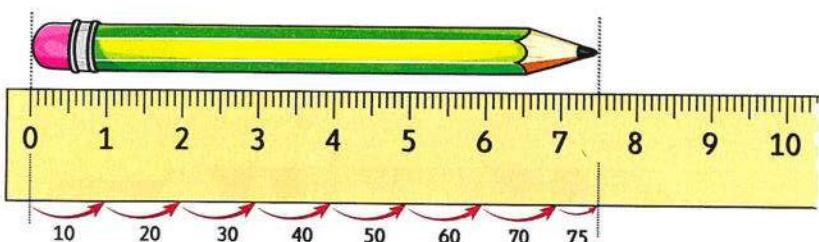


The paper clip is 18 millimeter.



$$1 \text{ cm} = 10 \text{ mm}$$

- What is the length of the pencil in millimeters ?



The pencil is 75 millimeter.

You can count
by 10



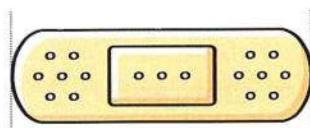
- Ask your child to measure the lengths of his/her coloring pencils then arrange them from the shortest to the longest.

Check

Measure the length of each object. Circle the longest one and tick (✓) the shortest one.



_____ centimeter



_____ centimeter

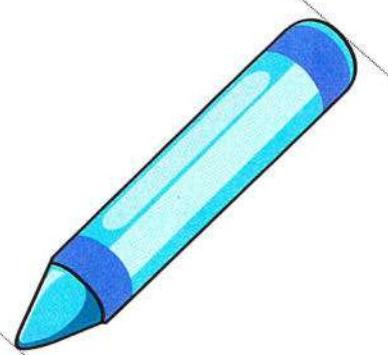


Glue Stick

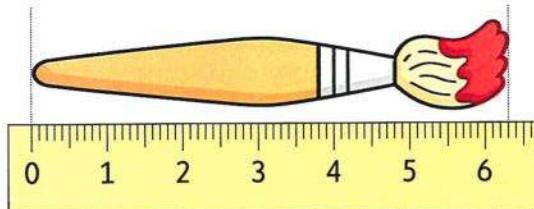
_____ centimeter



_____ centimeter

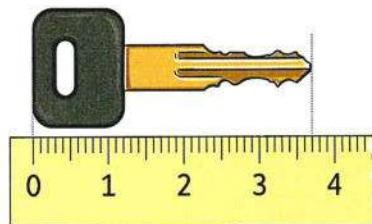


_____ centimeter



0 1 2 3 4 5 6

_____ millimeter



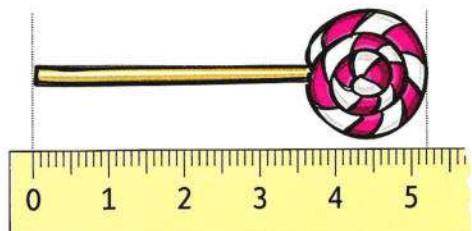
0 1 2 3 4

_____ millimeter



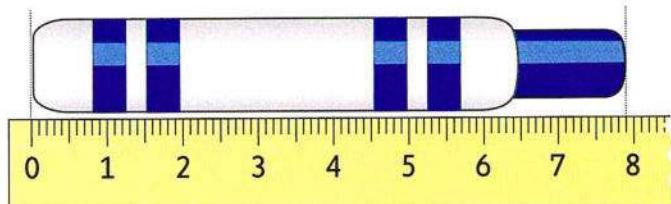
0 1 2 3

_____ millimeter



0 1 2 3 4 5

_____ millimeter



0 1 2 3 4 5 6 7 8

_____ millimeter

Exercise

4

On Lessons 4 to 6

- Measuring lengths in centimeter
- Measuring lengths in meter
- Measuring lengths in millimeter

 From the school book

- 1 Write the suitable unit (meter or centimeter or millimeter) to measure each object.

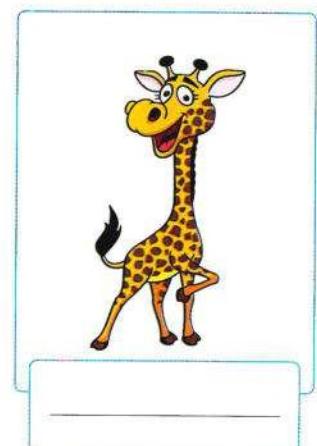
a.



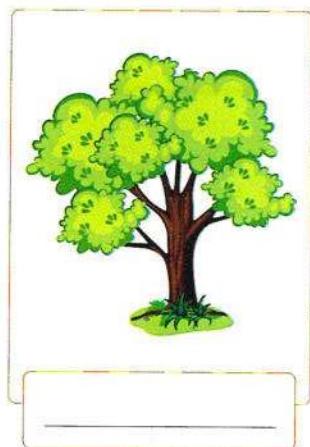
b. 



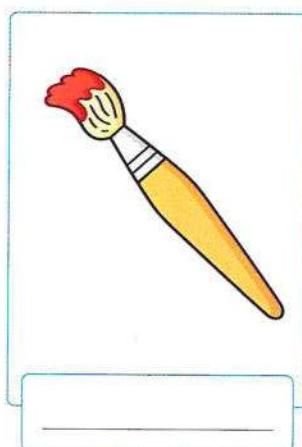
c.



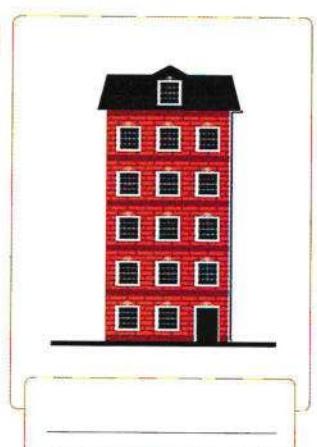
d.



e.

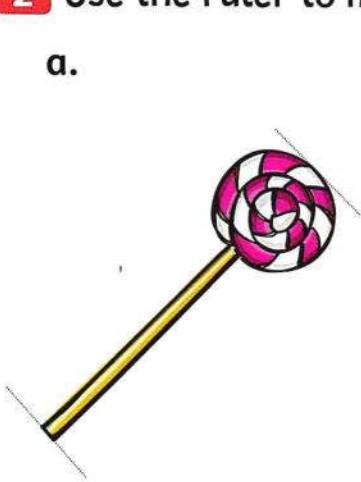


f. 

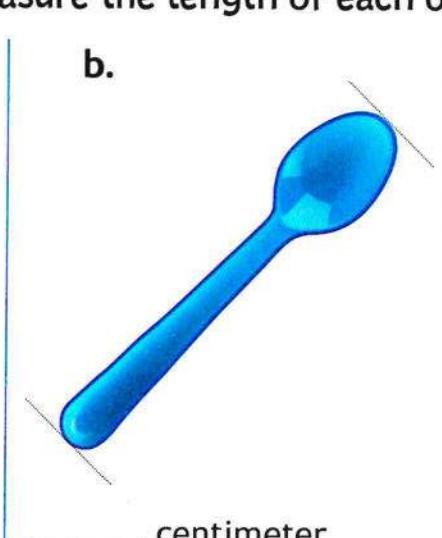


- 2 Use the ruler to measure the length of each of the following.

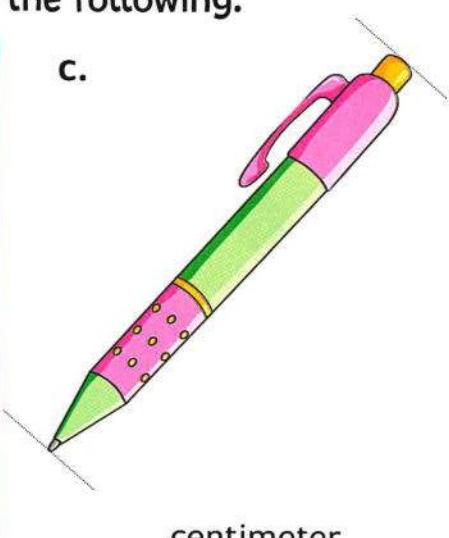
a.



b.



c.



centimeter

centimeter

centimeter

d.



_____ millimeter

e.



_____ centimeter

f.



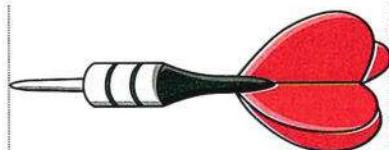
_____ millimeter

g.



_____ millimeter

h.



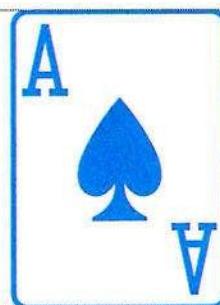
_____ millimeter

i.



_____ centimeter

j.



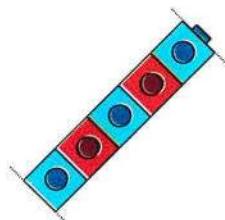
_____ centimeter

k.

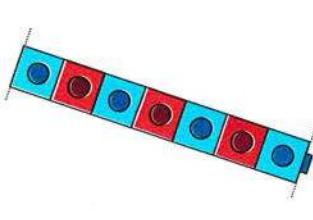


_____ centimeter

3 Measure the length of each stripe and write its length, then arrange from the longest to the shortest.



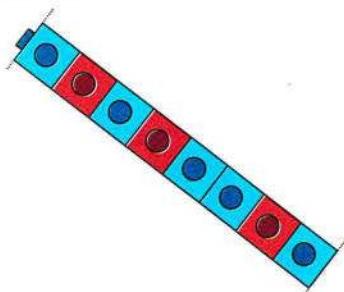
_____ centimeter



_____ centimeter



_____ centimeter



_____ centimeter

The order is : , , ,

4 Estimate and match.

a

about **2 cm**

b

about **10 m**

c

about **2 m**

d

about **10 cm**

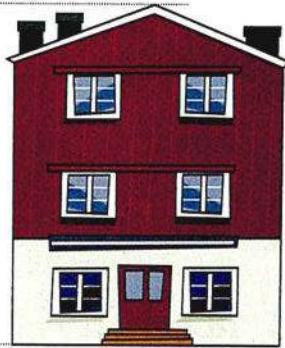
1



2



3



4



5 Put (✓) to the correct statement or (✗) to the incorrect statement.

- a. The length of a bus is about 5 cm ()
- b. The length of your book is about 30 cm ()
- c. The length of an insect is about 3 m ()
- d. The length of your pen is about 15 cm ()
- e. Millimeter is a suitable unit to measure the length of large distances. ()

6 Choose the correct answer.

- a. $3 \text{ cm} =$ _____ mm (3 or 30 or 300)
- b. $24 \text{ cm} =$ _____ mm (240 or 40 or 200)
- c. $70 \text{ mm} =$ _____ cm (70 or 700 or 7)

- d. $500 \text{ mm} = \underline{\hspace{2cm}}$ cm (50 or 5 or 55)
- e. $5 \text{ m} = \underline{\hspace{2cm}}$ cm (5 or 50 or 500)
- f. $200 \text{ cm} = \underline{\hspace{2cm}}$ m (2 or 20 or 200)
- g. $\underline{\hspace{2cm}} \text{ cm} = 60 \text{ mm}$ (600 or 6 or 60)
- h. $\underline{\hspace{2cm}} \text{ mm} = 7 \text{ cm}$ (7 or 70 or 700)

7 Complete.

- | | |
|--|---|
| a. $7 \text{ cm} = \underline{\hspace{2cm}}$ mm | b. $3 \text{ cm} = \underline{\hspace{2cm}}$ mm |
| c. $4 \text{ m} = \underline{\hspace{2cm}}$ cm | d. $8 \text{ m} = \underline{\hspace{2cm}}$ cm |
| e. $18 \text{ cm} = \underline{\hspace{2cm}}$ mm | f. $50 \text{ cm} = \underline{\hspace{2cm}}$ mm |
| g. $\underline{\hspace{2cm}} \text{ m} = 500 \text{ cm}$ | h. $300 \text{ cm} = \underline{\hspace{2cm}}$ m |
| i. $\underline{\hspace{2cm}} \text{ cm} = 40 \text{ mm}$ | j. $200 \text{ mm} = \underline{\hspace{2cm}}$ cm |
| k. $10 \text{ cm} = \underline{\hspace{2cm}}$ mm | l. $10 \text{ mm} = \underline{\hspace{2cm}}$ cm |
| m. $2 \text{ cm} + 5 \text{ cm} = \underline{\hspace{2cm}}$ mm | n. $4 \text{ cm} + 2 \text{ cm} = \underline{\hspace{2cm}}$ mm |
| o. $5 \text{ m} + 3 \text{ m} = \underline{\hspace{2cm}}$ cm | p. $4 \text{ m} + 2 \text{ m} = \underline{\hspace{2cm}}$ cm |
| q. $70 \text{ mm} + 10 \text{ mm} = \underline{\hspace{2cm}}$ cm | r. $20 \text{ mm} + 70 \text{ mm} = \underline{\hspace{2cm}}$ cm |
| s. $350 \text{ cm} = \underline{\hspace{2cm}} \text{ m} + \underline{\hspace{2cm}} \text{ cm}$ | t. $75 \text{ mm} = \underline{\hspace{2cm}} \text{ cm and } \underline{\hspace{2cm}} \text{ mm}$ |

8 Put (✓) to the correct statement or (✗) to the incorrect statement.

- | | |
|---|---|
| a. $1 \text{ m} = 100 \text{ cm}$ () | b. $90 \text{ mm} = 9 \text{ cm}$ () |
| c. $30 \text{ cm} = 300 \text{ mm}$ () | d. $500 \text{ cm} = 50 \text{ m}$ () |
| e. $1 \text{ cm and } 2 \text{ mm} = 12 \text{ mm}$ () | f. $2 \text{ m} + 6 \text{ m} = 800 \text{ mm}$ () |

9 Complete using "> , = or <".

a. $5\text{ m } \square 5\text{ cm}$

c. $40\text{ mm } \square 9\text{ cm}$

e. $6\text{ cm } \square 6\text{ mm}$

g. $9\text{ mm } \square 9\text{ m}$

i. $1\text{ cm } \square 100\text{ mm}$

k. $600\text{ mm } \square 6\text{ cm}$

m. $3\text{ cm and } 3\text{ mm } \square 303\text{ mm}$

b. $20\text{ mm } \square 2\text{ cm}$

d. $7\text{ cm } \square 20\text{ mm}$

f. $20\text{ cm } \square 200\text{ mm}$

h. $1\text{ m } \square 100\text{ cm}$

j. $20\text{ mm } \square 200\text{ cm}$

l. $30\text{ mm} + 20\text{ mm } \square 50\text{ cm}$

n. $56\text{ mm } \square 50\text{ cm} + 6\text{ mm}$

Challenge



10 Ring the longest length.

90 mm 88 cm 100 mm 90 cm

11 Complete.

a. $4\text{ cm} + \underline{\hspace{1cm}}\text{ mm} = 70\text{ mm}$

c. $90\text{ mm} - \underline{\hspace{1cm}}\text{ mm} = 2\text{ cm}$

e. $5\text{ m} - \underline{\hspace{1cm}}\text{ cm} = 300\text{ cm}$

b. $10\text{ mm} + \underline{\hspace{1cm}}\text{ mm} = 3\text{ cm}$

d. $8\text{ cm} - \underline{\hspace{1cm}}\text{ cm} = 20\text{ mm}$

f. $\underline{\hspace{1cm}}\text{ m} + 40\text{ cm} = 540\text{ cm}$



CHAPTER

2



Outcomes of chapter two :

At the end of chapter two, your child will be able to:

► Lessons 1 & 2 :

- **Thousands**
- **More of Thousands**
- Explain how the value of a digit can change based on its place value.
- Apply strategic thinking to construct a four-digit number with a high value.
- Read and write numbers up to the Thousands place in standard form.
- Read and write numbers up to the Thousands place in expanded form.
- Create visual models of numerical value.
- Compare numbers using symbols.

► Lessons 3 & 4 :

- **Ten Thousands - Hundred Thousands**
- **Numbers in different forms**
- Read and write numbers up to the Hundred Thousands place.
- Compare and order numbers up to the Hundred Thousands place.
- Skip count by 2s, 3s, 5s, or 10s.
- Read and write numbers up to the Hundred Thousands place in standard form.
- Read and write numbers up to the Hundred Thousands place in expanded form.
- Order a series of numbers up to the Hundred Thousands place.

► Lesson 5 :

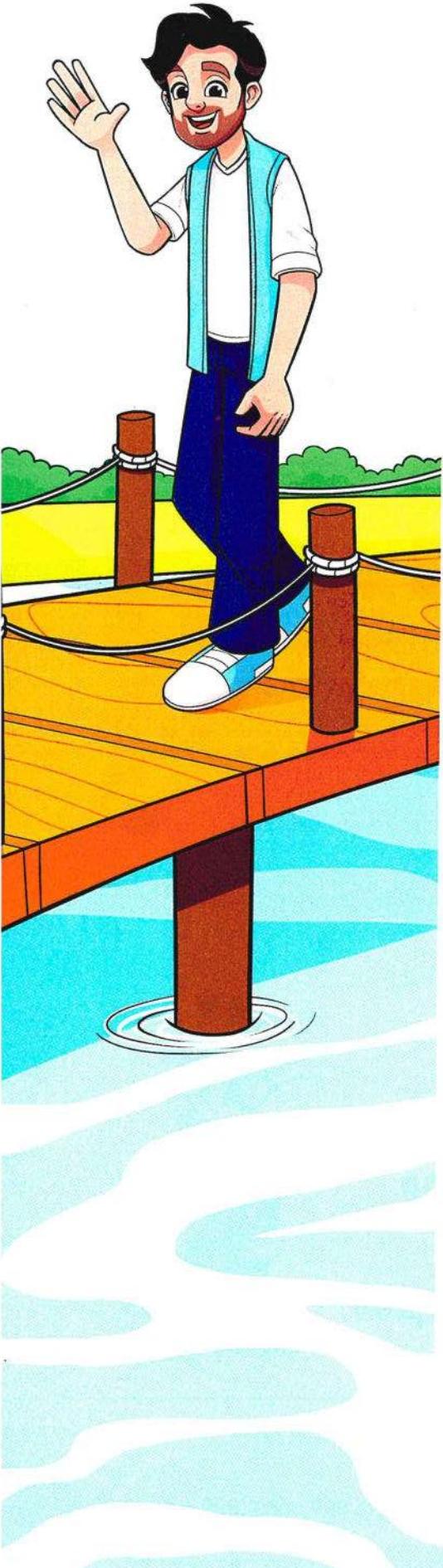
- **Arrays**
- Use a variety of strategies to calculate the total number of items in an array.
- Solve repeated addition problems.

► Lesson 6 :

- **Multiplication**
- Compare arrays to equal groups.
- Explain how repeated addition and multiplication equations are related.
- Explain products of whole numbers.
- Compare two products using greater than, less than, and equal to symbols.

► Lesson 7 :

- **Commutative property in multiplication**
- Solve multiplication problems using arrays.
- Investigate the Commutative Property of Multiplication using arrays.
- Create arrays to model the Commutative Property of Multiplication.
- Explain multiplication and the Commutative Property of Multiplication.

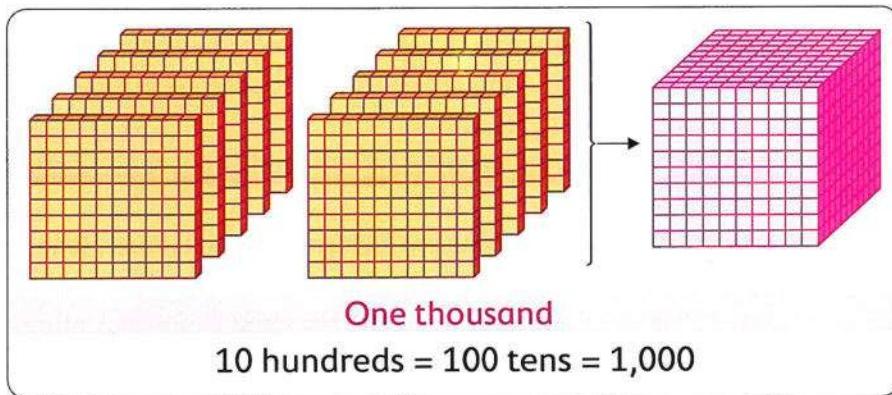
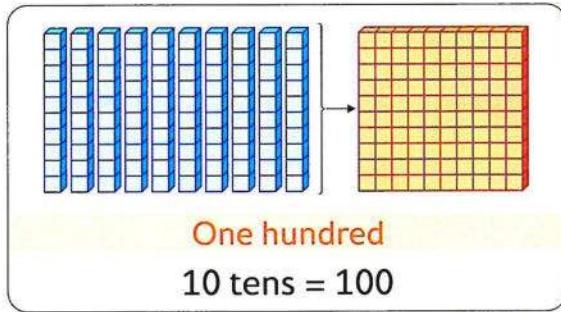
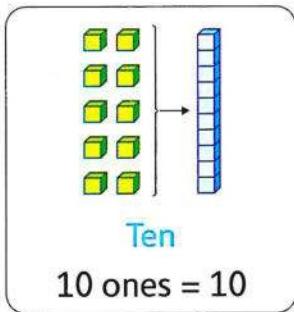
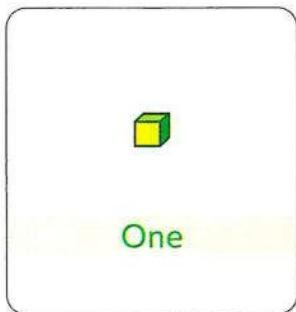


Lessons 1 & 2

- Thousands
- More of Thousands



Learn 1 Exploring thousands



Math tip
A comma (,) is used to separate the thousands and the hundreds.



Generally :

- 2,000 (two thousands) = 20 hundreds = 200 tens.
- 3,000 (three thousands) = 30 hundreds = 300 tens.

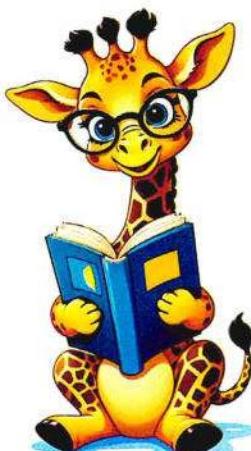
Remarks

- 9 is the greatest 1-digit number
10 is the smallest 2-digit number
- 99 is the greatest 2-digit number
100 is the smallest 3-digit number
- 999 is the greatest 3-digit number
1,000 is the smallest 4-digit number

$$9 + 1 = \mathbf{10}$$

$$99 + 1 = \mathbf{100}$$

$$999 + 1 = \mathbf{1,000}$$

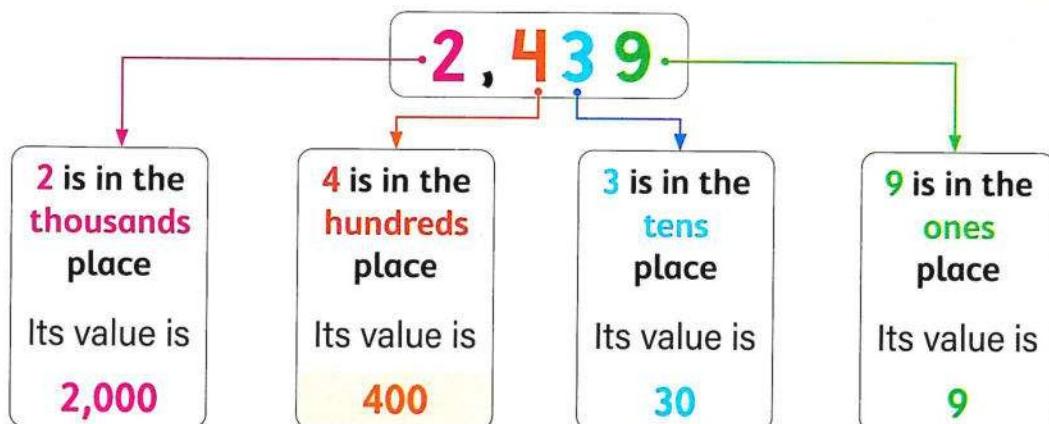




Learn 2 The place value

- The value of each digit in any number depends on its place in this number.

Example : Notice the value of each digit in the number 2,439



How do you write and read 4-digit numbers ?

- Place value chart :

Thousands	Hundreds	Tens	Ones
2	4	3	9
2,000	400	30	9

- Place value mat :

Thousands	Hundreds	Tens	Ones
2	4	3	9

Math tip
The expanded form is adding the value of each digit in the number



- Standard form : 2,439
- Expanded form : $2,000 + 400 + 30 + 9$
- Word form : Two thousand, four hundred thirty-nine

- Help your child use the expanded form as a way to read the number for example : $(2,000 + 600 + 30 + 4)$ is read as two thousand, six hundred thirty-four.

Example ①

Write the place value and the value of the colored digit.

	Place value	Value
a. 5,839		
c. 2,106		

	Place value	Value
b. 7,282		
d. 5,018		

Solution ✓

	Place value	Value
a. Thousands		5,000
c. Ones		6

	Place value	Value
b. Tens		80
d. Hundreds		0

Example ②

Write each of the following in standard form.

- | | |
|---|------------------------------|
| a. $4,000 + 500 + 60 + 7 =$ _____ | b. $7,000 + 400 + 8 =$ _____ |
| c. $50 + 9 + 6,000 =$ _____ | d. $8,000 + 60 =$ _____ |
| e. Three thousand, five hundred thirteen = _____ | |
| f. Nine thousands, five hundreds and eight ones = _____ | |

Solution ✓

- | | |
|----------|----------|
| a. 4,567 | b. 7,408 |
| d. 8,060 | e. 3,513 |

- | |
|----------|
| c. 6,059 |
| f. 9,508 |

Example ③

Complete.

- | | |
|------------------------------|----------------------------------|
| a. $5,000 =$ _____ thousands | b. $7,000 =$ _____ hundreds |
| c. $8,000 =$ _____ tens | d. 40 hundreds = _____ thousands |
| e. 900 tens = _____ hundreds | f. _____ = 500 tens |

Solution ✓

- | | | |
|------|-------|----------|
| a. 5 | b. 70 | c. 800 |
| d. 4 | e. 90 | f. 5,000 |

Check

1. Choose the correct answer.

- a. The value of the digit 4 in the number 5,430 is _____
A. 4 B. 40 C. 400 D. 4,000
- b. The place value of the digit 3 in the number 3,506 is _____
A. Ones B. Tens C. Hundreds D. Thousands
- c. The value of the digit 0 in the number 9,502 is _____
A. 0 B. 10 C. 100 D. Tens
- d. $7,000 + 500 + 2 =$ _____
A. 752 B. 7,250 C. 7,502 D. 7,520
- e. 8 thousands, 6 tens and 3 ones = _____
A. 863 B. 8,063 C. 8,603 D. 8,630
- f. Three thousand, six hundred seven = _____
A. 367 B. 3,067 C. 3,607 D. 3,670

2. Complete.

- | | |
|----------------------------------|---------------------------------|
| a. $3,000 =$ _____ thousands | b. $2,000 =$ _____ tens |
| c. 4 thousands = _____ tens | d. _____ = 6 thousands |
| e. 1,000 = _____ ones | f. 600 tens = _____ hundreds |
| g. _____ = 700 tens | h. _____ = 8,000 ones |
| i. 20 hundreds = _____ thousands | j. _____ hundreds = 3 thousands |



Learn 3 Comparing and ordering 4-digit numbers

• How do you compare 4-digit numbers ?

Compare 4,593 and 176

- 4,593 has more digits than 176

So, 4,593 is greater than 176

$$4,593 > 176$$



When comparing numbers, the number which has more number of digits is the greater.

Compare 3,462 and 3,489

- 3,462 and 3,489 have the same number of digits, so :

First : Compare the thousands digits

3, 4 6 2

3, 4 8 9

The digits are the same

Second : Compare the hundreds digits

3, 4 6 2

3, 4 8 9

The digits are the same

Third : Compare the tens digits

3, 4 6 2

3, 4 8 9

6 < 8

So, 3,462 is smaller than 3,489

$$3,462 < 3,489$$

• How to create the greatest and the least 4-digit number ?

The digits are **4, 5, 9 and 1**



To create the greatest 4-digit number from given digits, arrange the digits from greatest to least.

The order is : **9 5 4 1**

So, the greatest number is : **9,541**

To create the least 4-digit number from given digits, arrange the digits from least to greatest.

The order is : **1 4 5 9**

So, the least number is : **1,459**

Hint :

Do not put the 0 digit in the highest place value. It will be 3-digit number.

For example : • The greatest 4-digit number formed from 6, 7, 0, 1 is **7,610**

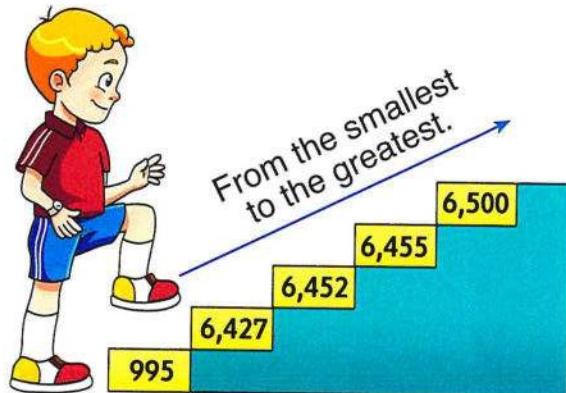
• The least 4-digit number formed from 6, 7, 0, 1 is **1,067**

Ordering numbers

ASCENDING

Ascending order is ordering numbers from the smallest to the greatest.

- For example :

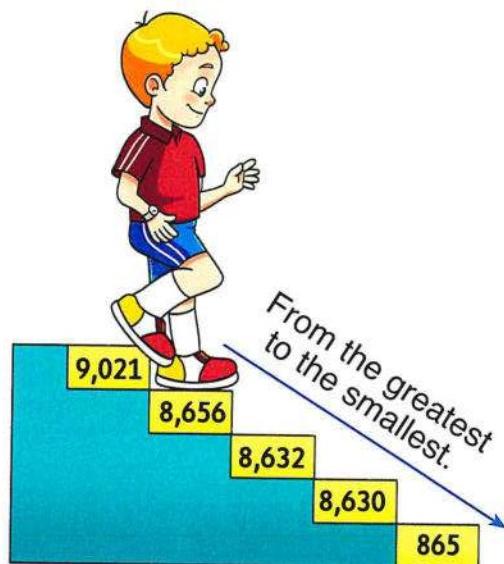


995, 6,427, 6,452, 6,455 and 6,500 are arranged in an ascending order.

DESCENDING

Descending order is ordering numbers from the greatest to the smallest.

- For example :



9,021, 8,656, 8,632, 8,630 and 865 are arranged in a descending order.

Check



1. Compare, write ">, < or =".

a. 3,251 3,251

c. 2,800 999

b. 7,365 7,356

d. 30 hundreds 3,000

2. Write the greatest and the smallest number formed from the digits : 7, 2, 5 and 1

• The greatest : _____

• The smallest : _____

3. Arrange the following numbers in an ascending order.

7,351 3,751 1,753 5,173 → _____, _____, _____, _____

4. Arrange the following numbers in a descending order.

1,111 999 1,000 1,023 → _____, _____, _____, _____

Exercise

5

On Lessons 1 & 2

- Thousands
- More of Thousands

 From the school book

1 Complete the table.

	Number	Thousands	Hundreds	Tens	Ones
a.	5,839				
b.	7,256				
c.	2,103				
d.	4,360				
e.	5,018				
f.	918				

2 Circle the value of the red digit.

a. **3,791**
3,000 300 30 3

c. **5,129**
9,000 900 90 9

e. **1,034**
0 10 100 1,000

g. **7,360**
6,000 600 60 6

b. **4,182**
4,000 400 40 4

d. **8,073**
7,000 700 70 7

f. **7,107**
1 10 100 1,000

h. **3,333**
3,000 300 30 3

3 Write the place value and the value of the colored digit.

	place value	value
a. 3,791		
c. 4,182		
e. 5,629		
g. 7,107		
i. 5,431		
k. 3,030		

	place value	value
b. 6,129		
d. 8,063		
f. 1,034		
h. 2,560		
j. 9,287		
l. 2,222		

4 Write the following numbers in expanded form.

- a. $3,284 =$ _____ + _____ + _____ + _____
- b. $5,123 =$ _____ + _____ + _____ + _____
- c. $9,856 =$ _____ + _____ + _____ + _____
- d. $8,032 =$ _____ + _____ + _____
- e. $7,504 =$ _____ + _____ + _____
- f. $6,800 =$ _____ + _____
- g. $4,001 =$ _____ + _____



5 Write in standard form.

a. $2,000 + 600 + 30 + 4 =$ _____

c. $4,000 + 500 + 90 + 3 =$ _____

e. $20 + 1 + 6,000 =$ _____

g. $600 + 7,000 + 50 =$ _____

i. $1,000 + 900 =$ _____

b. $1 + 70 + 800 + 6,000 =$ _____

d. $3,000 + 300 + 9 =$ _____

f. $10 + 100 + 1,000 =$ _____

h. $5 + 9,000 =$ _____

j. $5,000 + 40 =$ _____

6 Write in expanded form and standard form.

a. 8 thousands , 4 hundreds , 9 tens and 1 one

+	+	+	=	
---	---	---	---	--

b. 2 thousands , 1 hundred , 7 tens and 5 ones

+	+	+	=	
---	---	---	---	--

c. 7 ones , 5 hundreds , 3 thousands and 2 tens

+	+	+	=	
---	---	---	---	--

d. 9 thousands , 7 hundreds and 2 ones

+	+	=	
---	---	---	--

e. 1 thousand and 48 ones

+	+	=	
---	---	---	--

f. 5 hundreds, 4 thousands and 3 ones

+	+	=	
---	---	---	--

g. 7 hundreds, 5 thousands and 16 ones

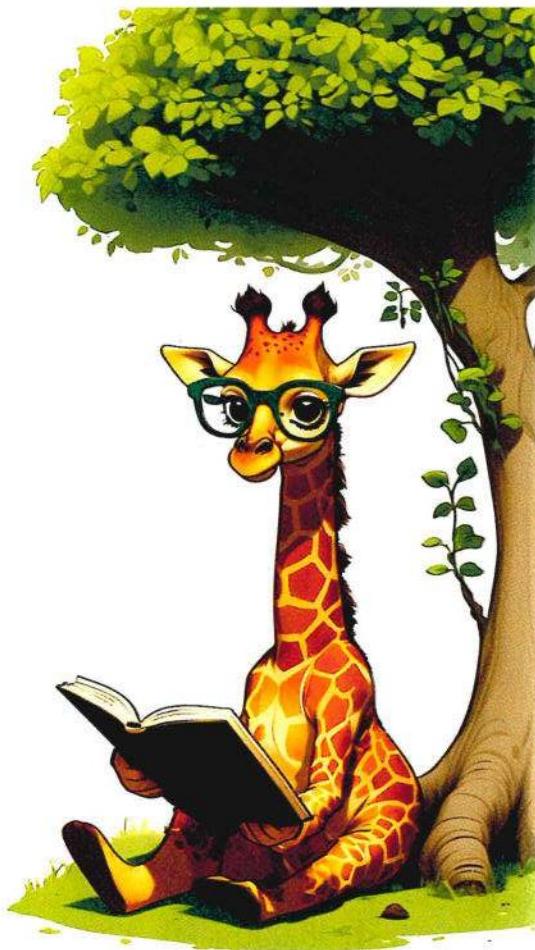
+	+	+	=	
---	---	---	---	--

h. 4 tens, 3 thousands and 6 ones

+	+	=	
---	---	---	--

7 Write the missing numbers.

- a. $2,753 = \underline{\quad} + 700 + 50 + 3$
- b. $\underline{\quad} = 3,000 + 3$
- c. $4,925 = 4,000 + 900 + \underline{\quad} + \underline{\quad}$
- d. $6,040 = 6,000 + \underline{\quad}$
- e. $9,462 = 9,000 + \underline{\quad} + 60 + 2$
- f. $7,777 = 7 + \underline{\quad} + \underline{\quad} + \underline{\quad}$
- g. $3,781 = 1 + \underline{\quad} + 700 + \underline{\quad}$
- h. $4,506 = \underline{\quad} + 500 + \underline{\quad}$
- i. $7,649 = \underline{\quad}$ thousands + $\underline{\quad}$ hundreds + $\underline{\quad}$ tens + $\underline{\quad}$ ones
- j. $5,302 = \underline{\quad}$ thousands + $\underline{\quad}$ hundreds + $\underline{\quad}$ tens + $\underline{\quad}$ ones



8 Write the following in standard form.

- a. Five thousand, three hundred seventy-eight
- b. Two thousand, five hundred thirty-one
- c. Nine thousand, four hundred six
- d. One thousand, fifty-four
- e. Three thousand, two
- f. Four thousand, forty
- g. Two thousand, seventeen
- h. Eight thousand, five hundred

9 Write the following in the word form.

a. 3,751 _____

b. 4,004 _____

c. 7,200 _____

d. 6,510 _____

e. $5,000 + 300 + 10 + 7$ _____

f. $8,000 + 80$ _____

g. 5 thousands , 3 hundreds and 26 ones _____

h. 2 thousands and 2 tens _____

10 Complete.

a. $6,000 =$ _____ thousands.

b. $2,000 =$ _____ hundreds.

c. $7,000 =$ _____ tens.

d. 80 hundreds = _____ thousands.

e. 500 tens = _____ thousands.

f. 900 tens = _____ hundreds.

g. 30 hundreds = _____ tens.

h. _____ tens = 8 hundreds.

i. _____ = $4,000$ ones.

j. _____ = 800 tens.

k. 4 thousands = _____ hundreds.

l. 8 thousands = _____ tens.

11 Compare, write "> , < or =".

- | | | | | | |
|--|-----------------------|---|-----------------------|-----------------------|-------|
| a. 3,291 | <input type="radio"/> | 3,591 | b. 8,903 | <input type="radio"/> | 9,038 |
| c. 6,534 | <input type="radio"/> | 6,544 | d. 1,342 | <input type="radio"/> | 1,302 |
| e. 711 | <input type="radio"/> | 7,110 | f. 2,691 | <input type="radio"/> | 948 |
| g. 2,345 | <input type="radio"/> | 2,344 | h. 7,878 | <input type="radio"/> | 7,787 |
| i. 8,651 | <input type="radio"/> | $1 + 50 + 600 + 8,000$ | j. $3,000 + 300 + 30$ | <input type="radio"/> | 3,333 |
| k. 9,205 | <input type="radio"/> | Nine thousand, two hundred fifty. | | | |
| l. 5,168 | <input type="radio"/> | 5 thousands + 1 hundred + 6 tens + 7 ones | | | |
| m. 9 thousands , 2 hundreds and 5 ones | <input type="radio"/> | | $9,000 + 200 + 50$ | | |
| n. 6 thousands | <input type="radio"/> | 60 hundreds | | | |
| o. 90 tens | <input type="radio"/> | 9 hundreds | | | |

12 Write the greatest and the least 4-digit number from the given digits.

	Digits	Greatest 4-digit number	Least 4-digit number
a.	4, 3, 9, 8	_____	_____
b.	5, 2, 3, 4	_____	_____
c.	5, 1, 6, 8	_____	_____
d.	4, 4, 7, 5	_____	_____
e.	3, 0, 2, 7	_____	_____
f.	0, 3, 4, 9	_____	_____

13 Write the numbers in an ascending order.

- a. 6,987 6,978 7,896 987

The order is : _____ , _____ , _____ , _____

- b. 4,782 3,521 9,835 5,336

The order is : _____ , _____ , _____ , _____

- c. 1,281 993 4,621 6,170 2,990

The order is : _____ , _____ , _____ , _____ , _____

- d. 4,279 7,942 784 4,278 7,249

The order is : _____ , _____ , _____ , _____ , _____

14 Write the numbers in a descending order.

- a. 5,300 1,050 1,500 3,805

The order is : _____ , _____ , _____ , _____

- b. 7,321 941 6,541 9,541

The order is : _____ , _____ , _____ , _____

- c. 456 1,938 2,605 5,719 3,010

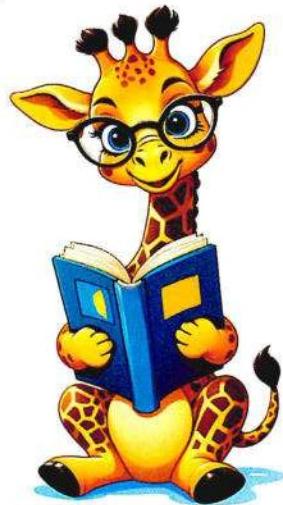
The order is : _____ , _____ , _____ , _____ , _____

- d. 5,441 6,204 2,917 708 3,009

The order is : _____ , _____ , _____ , _____ , _____

15 Complete.

- a. The place value of the digit 6 in the number 5,632 is _____
- b. The value of the digit 9 in the number 9,304 is _____
- c. The greatest 4-digit number is _____
- d. The smallest 4-digit number is _____
- e. The greatest 4-different digit number is _____
- f. The smallest 4-different digit number is _____
- g. The smallest 4-same digit number is _____
- h. The greatest 4-digit even number is _____



16 Put (✓) to the correct statement or (✗) to the incorrect statement.

- a. $30 \text{ hundreds} = 3 \text{ thousands}$ ()
- b. The place value of the digit 7 in the number 7,469 is Thousands ()
- c. The value of the digit 5 in the number 5,367 is 500 ()
- d. $9,000 + 40 + 500 + 6 = 9,456$ ()
- e. $7,465 > 7,456$ ()
- f. $2,409 = 2 \text{ thousands, 4 hundreds and 9 tens}$ ()
- g. The smallest 4-digit number formed from 9 , 6 , 0 and 3 is 369 ()

Challenge 

- 17** By using the digits 5 , 3 , 2 and 4
Form 3-different numbers each of them is greater than 5,000

- 18** What does 23 hundreds and 19 ones equal ? _____



Lessons 3 & 4

- Ten Thousands - Hundred Thousands
- Numbers in different forms



Learn 5-digit and 6-digit numbers

- How do you write and read 5-digit numbers in different forms ?

- Place value chart :

Ten thousands	Thousands	Hundreds	Tens	Ones	Place value
5	3	1	6	7	
50,000	3,000	100	60	7	Value

- Standard form : 5 3, 1 6 7
- Expanded form : $50,000 + 3,000 + 100 + 60 + 7$
- Word form : Fifty-three thousand, one hundred sixty-seven

- How do you write and read 6-digit numbers in different forms ?

- Place value chart :

Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones	Place value
2	5	3	1	6	7	
200,000	50,000	3,000	100	60	7	Value

- Standard form : 2 5 3, 1 6 7
- Expanded form : $200,000 + 50,000 + 3,000 + 100 + 60 + 7$
- Word form : Two hundred fifty-three thousand, one hundred sixty-seven

Example ①

Write the place value and the value of the colored digit.

Number	Place value	Value
a. 34,761		
b. 259,613		
c. 84,179		
d. 256,341		

Solution ✓

- a. Ten thousands / 30,000
- b. Hundred thousands / 200,000
- c. Thousands / 4,000
- d. Hundreds / 300

Example ②

Write each of the following in standard form.

- a. $300,000 + 50,000 + 4,000 + 900 + 80 + 1 =$ _____
- b. $70,000 + 7,000 + 7 =$ _____
- c. $300 + 1,000 + 40,000 + 60 + 700,000 =$ _____
- d. Two hundred sixty-five thousand , one hundred seventeen = _____
- e. Forty-one thousand , five hundred six = _____

Solution ✓

- | | | |
|------------|-----------|------------|
| a. 354,981 | b. 77,007 | c. 741,360 |
| d. 265,117 | e. 41,506 | |

Check



Complete.

- a. The place value of the digit 4 in the number 341,698 is _____
- b. The value of the digit 7 in the number 716,409 is _____
- c. The value of the digit 2 in the number 24,690 is _____
- d. The place value of the digit 5 in the number 576,321 is _____
- e. $900 + 30,000 + 600,000 + 4 =$ _____
- f. 7 ten thousands + 4 thousands + 6 hundreds + 2 ones = _____

- Ask your child to discover the greatest and the least 5-digit numbers (his/her answer should be : 99,999 & 10,000)
- Also the greatest and the least 6-digit numbers (his/her answer should be : 999,999 & 100,000)

Exercise

6

On Lessons 3 & 4

- Ten Thousands - Hundred Thousands
- Numbers in different forms

 From the school book

1 Circle the correct digit in the number according to its place.

- | | | | |
|----------------------|---------------|----------------------|---------------|
| a. Ten thousands | 6 5 , 8 1 0 | b. Hundred thousands | 3 0 8 , 0 0 1 |
| c. Hundred thousands | 9 2 1 , 3 4 8 | d. Hundreds | 2 0 0 , 7 2 0 |
| e. Thousands | 1 0 2 , 4 2 1 | f. Tens | 3 1 , 0 6 5 |
| g. Ones | 8 5 , 6 0 9 | h. Ten thousands | 4 0 7 , 1 0 5 |

2 Circle the value of the red digit.

- | | | |
|----|----------------|----------------------------|
| a. | 23,250 | 300,000 30,000 3,000 |
| c. | 20,057 | 500 50 5 |
| e. | 511,980 | 500,000 50,000 5,000 |
| g. | 102,421 | 100,000 10,000 0 |
| b. | 85,142 | 800,000 80,000 8,000 |
| d. | 33,221 | 20,000 2,000 200 |
| f. | 498,107 | 900,000 90,000 9,000 |
| h. | 371,056 | 100,000 10,000 1,000 |

3 Write the place value and the value of the colored digit.

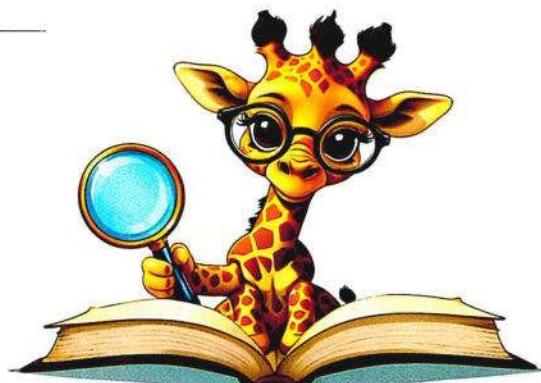
- | | place value | value | place value | value |
|-------------------|----------------------|----------------------|----------------|----------------------|
| a. 69,284 | <input type="text"/> | <input type="text"/> | 481,206 | <input type="text"/> |
| c. 730,460 | <input type="text"/> | <input type="text"/> | 156,392 | <input type="text"/> |
| e. 24,378 | <input type="text"/> | <input type="text"/> | 40,520 | <input type="text"/> |
| g. 320,045 | <input type="text"/> | <input type="text"/> | 501,483 | <input type="text"/> |
| i. 59,730 | <input type="text"/> | <input type="text"/> | 78,029 | <input type="text"/> |

4 Complete.

- a. The place value of the digit 5 in the number 513,627 is _____
- b. The value of the digit 7 in the number 764,210 is _____
- c. The place value of the digit 0 in the number 904,362 is _____
- d. The value of the digit 0 in the number 904,362 is _____
- e. The digit which represents the ten thousand in the number 356,217 is _____
- f. The digit which represents the hundred thousand in the number 598,631 is _____
- g. If the value of a digit is 500,000, then its place value is _____
- h. If the value of a digit is 30,000, then its place value is _____

5 Write the following in standard form.

- a. Thirty-one thousand, five hundred seventy-four = _____
- b. Two hundred seventy-eight thousand, six hundred twenty-one = _____
- c. Three hundred eight thousand, ten = _____
- d. 5 hundred thousands , 4 thousands and 3 tens = _____
- e. 9 ten thousands , 7 thousands , 2 hundreds and 5 ones = _____
- f. 3 hundred thousands + 3 ten thousands + 3 hundreds = _____
- g. $30,000 + 9,000 + 400 + 10 + 5 =$ _____
- h. $60,000 + 8,000 + 90 + 2 =$ _____
- i. $8 + 20 + 900 + 300,000 =$ _____
- j. $500,000 + 500 + 5 =$ _____



6 Write in expanded form.

a. $95,683 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

b. $543,876 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

c. $62,319 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

d. $762,319 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

e. $15,780 = \underline{\hspace{2cm}}$

f. $230,045 = \underline{\hspace{2cm}}$

g. $70,116 = \underline{\hspace{2cm}}$

h. $812,004 = \underline{\hspace{2cm}}$

i. $400,040 = \underline{\hspace{2cm}}$

7 Write the missing numbers.

a. $95,683 = \underline{\hspace{2cm}} + 5,600 + 80 + 3$

b. $531,497 = \underline{\hspace{2cm}} + 30,000 + \underline{\hspace{2cm}} + 400 + 97$

c. $78,465 = 65 + 400 + \underline{\hspace{2cm}} + 70,000$

d. $43,092 = 2 + 90 + \underline{\hspace{2cm}} + 3,000$

e. $670,341 = \underline{\hspace{2cm}} + 70,000 + 340 + \underline{\hspace{2cm}}$

f. $102,637 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + 600 + 30 + 7$

g. $\underline{\hspace{2cm}} = 200,000 + 10,000 + 564$

h. $\underline{\hspace{2cm}} = 30,000 + 5,000 + 29$ i. $\underline{\hspace{2cm}} = 25,000 + 798$

j. $\underline{\hspace{2cm}} = 900,000 + 5,000 + 17$ k. $\underline{\hspace{2cm}} = 16,000 + 400 + 39$

8 Write the following in the word form.

- a. 235,791 _____
- b. 904,006 _____
- c. 71,071 _____
- d. 60,606 _____
- e. $700,000 + 40,000 + 6,000 + 90$ _____
- f. $50,000 + 4,000 + 300 + 20 + 9$ _____
- g. 7 hundred thousands, 9 thousands and 5 tens _____
- h. 8 ten thousands, 6 hundreds and 36 ones _____

9 Match.

- | | | |
|---|---|-------------------|
| a. The value of the digit 5 in the number 351,267 | • | Hundred thousands |
| b. The place value of the digit 5 in the number 576,423 | • | 50,000 |
| c. The place value of the digit 5 in the number 157,630 | • | 500,000 |
| d. The value of the digit 5 in the number 521,679 | • | Ten thousands |
| e. $5,000 + 500,000 + 5 + 50$ | • | 550,550 |
| f. $500,000 + 50,000 + 500 + 50$ | • | 505,055 |

10 Compare, write "> , < or =".

- | | | | | | |
|---|-----------------------|--|-------------------|-----------------------|---------------|
| a. 48,047 | <input type="radio"/> | 49,123 | b. 175,362 | <input type="radio"/> | 175,290 |
| c. 322,647 | <input type="radio"/> | 322,467 | d. 321,054 | <input type="radio"/> | 83,266 |
| e. 526,540 | <input type="radio"/> | 526,550 | f. 50,320 | <input type="radio"/> | 50,410 |
| g. 15,000 | <input type="radio"/> | 150 hundreds | h. 7,500 hundreds | <input type="radio"/> | 750 thousands |
| i. 99,999 | <input type="radio"/> | one hundred thousand | | | |
| j. 301,013 | <input type="radio"/> | Three hundred one thousand , thirteen | | | |
| k. 275,600 | <input type="radio"/> | $200,000 + 70,000 + 5,000 + 6$ | | | |
| l. 111,111 | <input type="radio"/> | 99,999 | m. 555,301 | <input type="radio"/> | 555,310 |
| n. 99,999 + 1 | <input type="radio"/> | 100,000 | o. 30 hundreds | <input type="radio"/> | 30 thousands |
| p. The greatest number formed from 5 digits | <input type="radio"/> | The smallest number formed from 6 digits | | | |
| q. $72,000 + 345$ | <input type="radio"/> | $70,000 + 2,300 + 45$ | | | |

11 Rearrange the digits to get the greatest and the least number.**Math tip**

Counting the number of digit helps to compare numbers.



Do not put the 0 digit in the highest place value.

a.

7	3	6	2	8
---	---	---	---	---

greatest least

b.

6	2	3	8	1	4
---	---	---	---	---	---

greatest least

c.

7	2	1	0	9
---	---	---	---	---

greatest least

d.

2	0	3	5	6	1
---	---	---	---	---	---

greatest least

e.

0	7	8	0	4
---	---	---	---	---

greatest least

f.

5	9	7	0	1	3
---	---	---	---	---	---

greatest least

g.

2	4	7	5	1	9
---	---	---	---	---	---

greatest least

h.

1	9	0	7	1	3
---	---	---	---	---	---

greatest least

12 Write the numbers in order from least to greatest.

- a. 11,493 132,567 9,372 98,505

The order is : _____ , _____ , _____ , _____

- b. 125,762 27,652 152,567 27,256

The order is : _____ , _____ , _____ , _____

- c. 833,322 833,400 8,339 83,987 83,986

The order is : _____ , _____ , _____ , _____ , _____

- d. 965,852 932,599 965,478 93,259 96,547

The order is : _____ , _____ , _____ , _____ , _____

- e. 24,571 724,072 4,720 24,270 724,172

The order is : _____ , _____ , _____ , _____ , _____

- f. 999,999 111,111 100,000 102,345 987,654

The order is : _____ , _____ , _____ , _____ , _____

13 Write the numbers in order from greatest to least.

- a. 103,002 3,201 23,001 21,300

The order is : _____ , _____ , _____ , _____

- b. 11,112 101,559 59,002 21,052

The order is : _____ , _____ , _____ , _____

- c. 81,236 618,765 38,472 637,961 773,550

The order is : _____ , _____ , _____ , _____ , _____

d. 914,231

12,605

9,380

12,606

914,230

The order is : _____ , _____ , _____ , _____ , _____

e. 500,000

99,999

100,000

500,007

3,428

The order is : _____ , _____ , _____ , _____ , _____

14 Put (✓) to the correct statement or (✗) to the incorrect statement.

- a. The greatest number formed from the digits 2, 7, 5, 9, 0 and 6 is 907,652 ()
- b. The smallest number formed from the digits 2, 4, 6, 5 and 1 is 12,456 ()
- c. The greatest 6-digit number is 999,999 ()
- d. The smallest 6-different digit number is 123,456 ()
- e. The greatest 5-different digit number is 987,654 ()
- f. The smallest 5-digit number is 11,111 ()
- g. The place value of the circled digit in the number 75,621 is
Hundred thousands ()
- h. The value of the circled digit in the number 752,634 is 700,000 ()

15 Circle the numbers which is greater than 200,000

99,999

716,012

50,214

321,000

200,100

16 Circle the numbers which is smaller than 33,000

111,111

200,000

20,000

13,699

9,216

Challenge



17 Complete.

If the place value of a digit is ten thousands, then its value has _____ zeroes.

18 Write a number which is greater than 45,387 and having the digits :

1 2 0 9 3



Lesson

5

Arrays



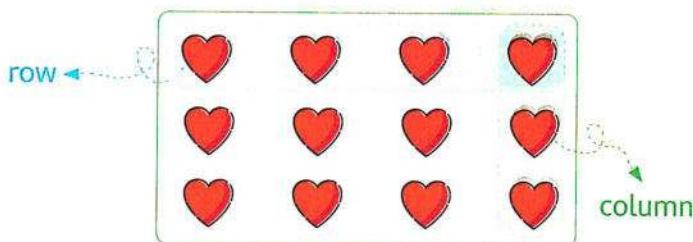
Learn

- Arrays have horizontal rows and vertical columns.

- In this array :

- Number of rows : **3**

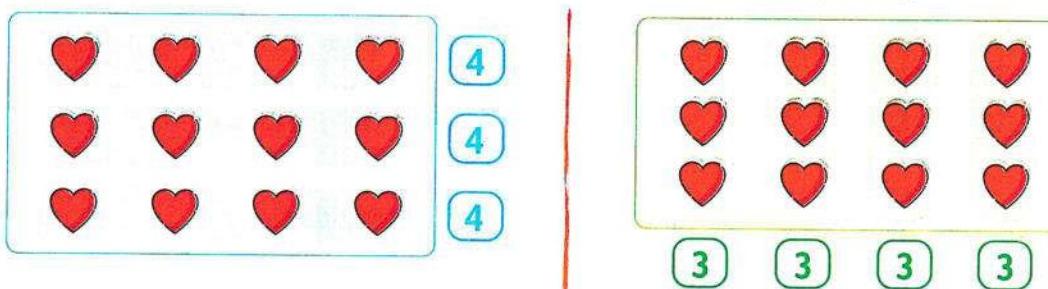
- Number of columns : **4**



- You can write : **3 rows of 4** or **4 columns of 3**

How to find the total number of objects using repeated addition?

To find the total number of objects in an array use skip counting or repeated addition.



First Skip counting to find the total number of array

- This array has **3** rows of **4** hearts.
- Skip counting by **4**s three times : **4, 8, 12** hearts.
- This array has **4** columns of **3** hearts.
- Skip counting by **3**s four times : **3, 6, 9, 12** hearts.

Second Repeated addition to find the total number of array

- Number of rows = **3**
- Number of hearts in each row = **4**
- Total number of hearts = **4 + 4 + 4 = 12**
- Number of columns = **4**
- Number of hearts in each column = **3**
- Total number of hearts = **3 + 3 + 3 + 3 = 12**

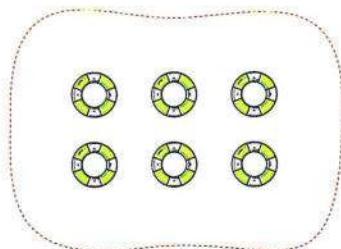
Notes for parents

- Tell your child that repeated addition and skip counting are not the only strategies to find the total.

Check

Write the repeated addition and skip counting steps to find the total of each of the following.

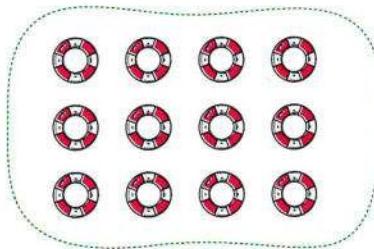
a.



Repeated addition : _____

Skip counting : _____

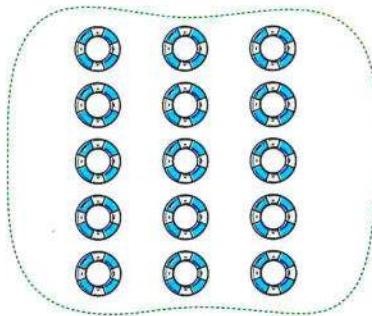
b.



Repeated addition : _____

Skip counting : _____

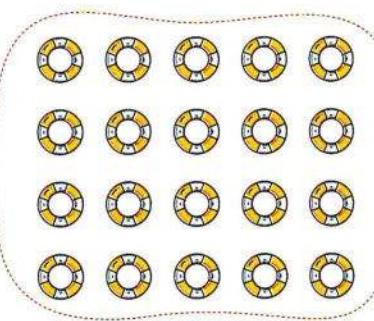
c.



Repeated addition : _____

Skip counting : _____

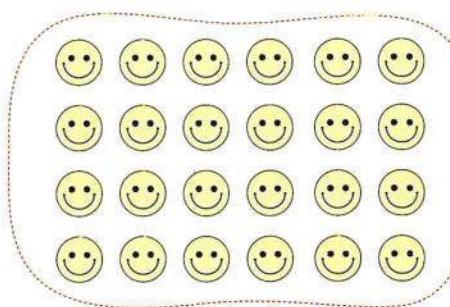
d.



Repeated addition : _____

Skip counting : _____

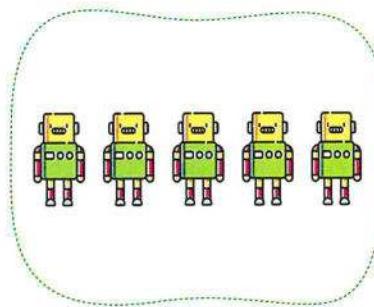
e.



Repeated addition : _____

Skip counting : _____

f.



Repeated addition : _____

Skip counting : _____

- Remind your child that rows are horizontal and go across but columns are vertical and go up and down.

Exercise

7

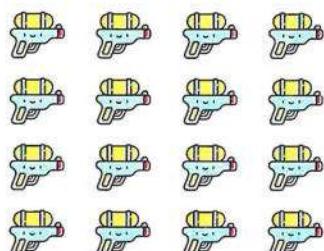
On Lesson 5

Arrays

From the school book

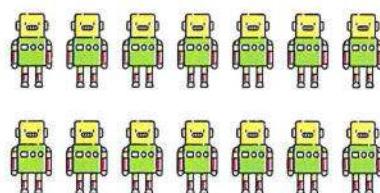
1 Complete the following.

a.



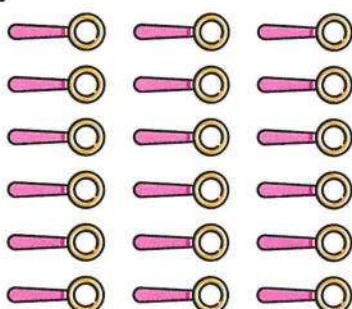
_____ rows of _____

b.



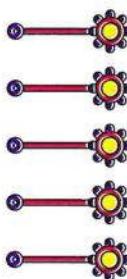
_____ rows of _____

c.



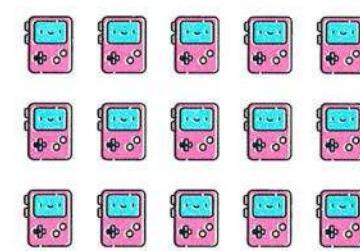
_____ rows of _____

d.



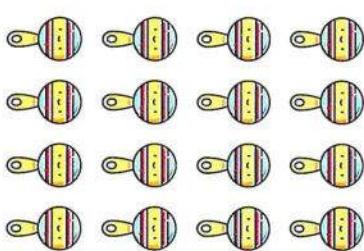
_____ column of _____

e.



_____ columns of _____

f.



_____ columns of _____

2 Create an array.

a.

2 rows of 3

b.

4 rows of 2

c.

1 row of 6

d.

1 column of 5

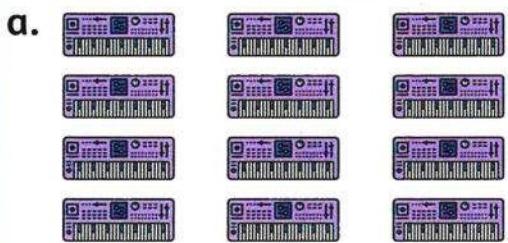
e.

3 columns of 4

f.

7 columns of 2

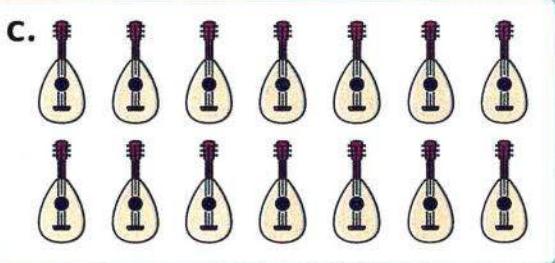
3 Find the total items of each array using skip counting strategy.



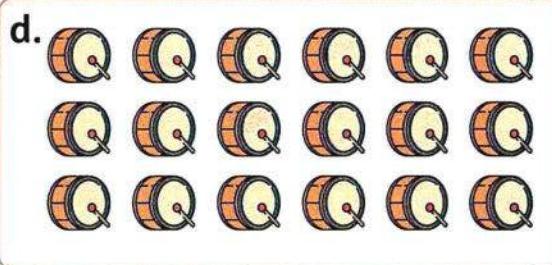
The total = _____



The total = _____

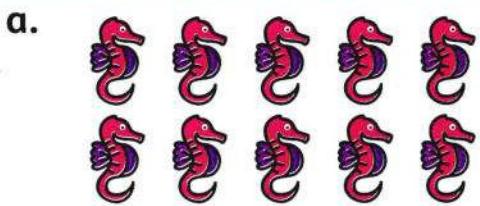


The total = _____

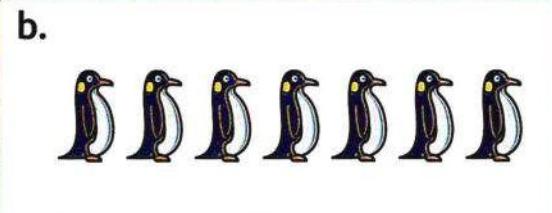


The total = _____

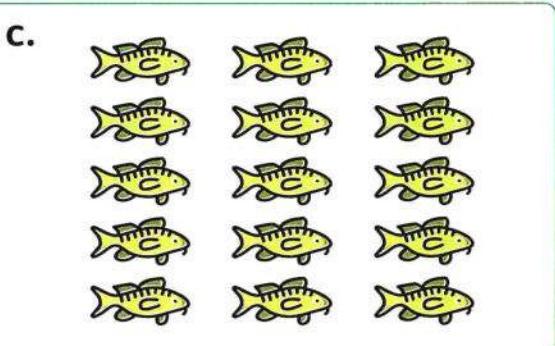
4 Look at each array. Complete.



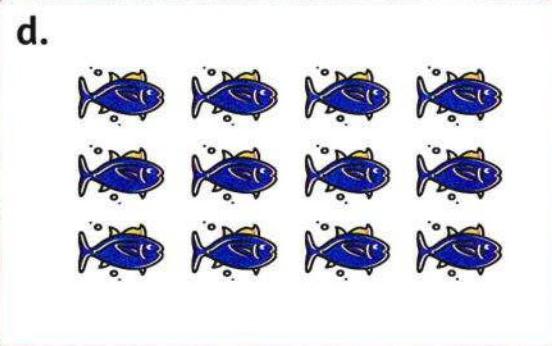
_____ equal rows _____ in each row
_____ in all.



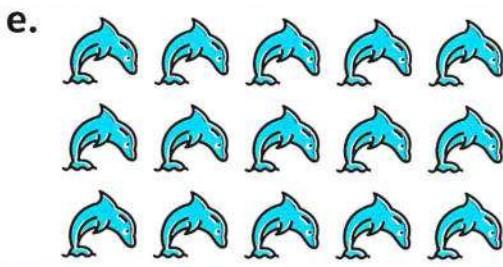
_____ equal columns _____ in each column
_____ in all.



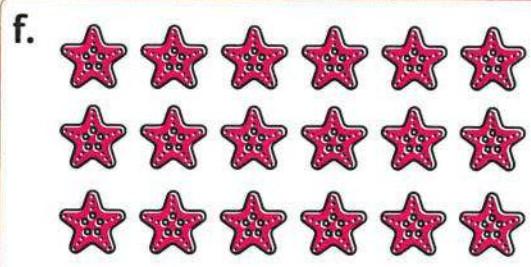
_____ equal rows _____ in each row
_____ in all.



_____ equal columns _____ in each column
_____ in all.



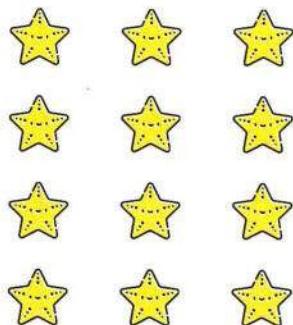
_____ equal rows _____ in each row
_____ in all.



_____ equal columns _____ in each column
_____ in all.

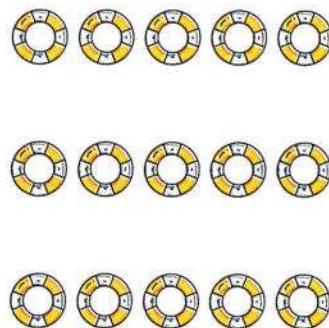
5 Complete the following.

a.



- Number of rows = _____
- Number of stars in each row = _____
- Total number of items = _____

b.



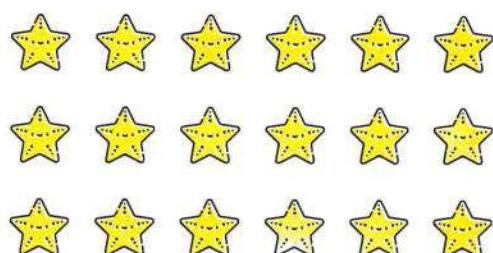
- Number of columns = _____
- Number of items in each column = _____
- Total number of items = _____

c.



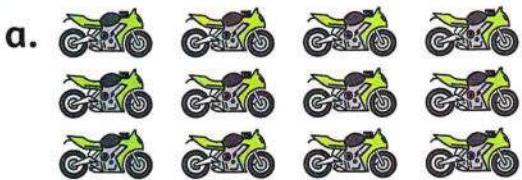
- Number of rows = _____
- Number of items in each row = _____
- Total number of items = _____

d.



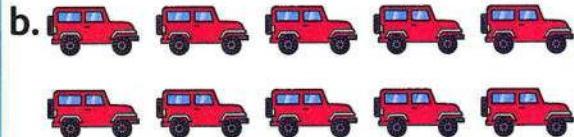
- Number of columns = _____
- Number of stars in each column = _____
- Total number of stars = _____

6 Write the repeated addition and skip counting steps to find the total.



Repeated addition : _____

Skip counting : _____



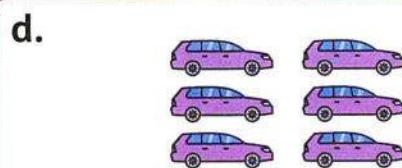
Repeated addition : _____

Skip counting : _____



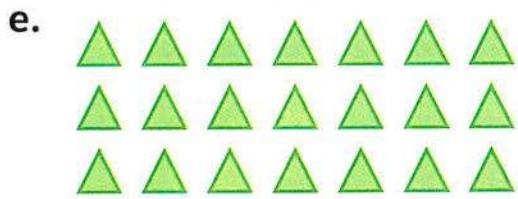
Repeated addition : _____

Skip counting : _____



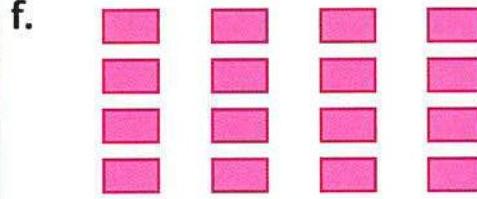
Repeated addition : _____

Skip counting : _____



Repeated addition : _____

Skip counting : _____



Repeated addition : _____

Skip counting : _____

Challenge

7  Look at the opposite star array.

Some of the stars have been ripped off.

How many stars were in the original array ?

Explain your thinking using pictures, numbers, or words.



Lesson

6

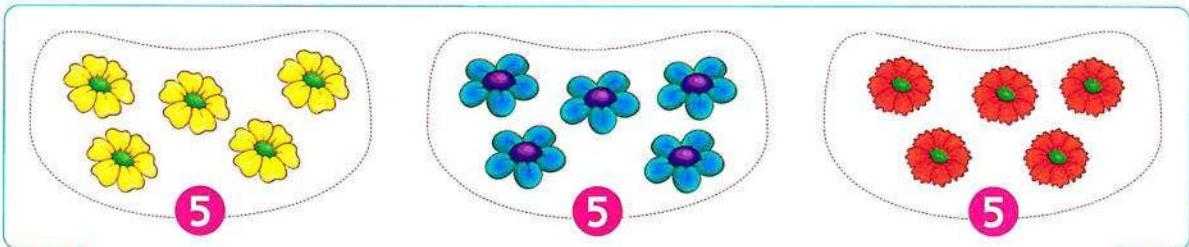
Multiplication



Learn 1 Multiplication as repeated addition

- There are 3 equal groups of 5 flowers

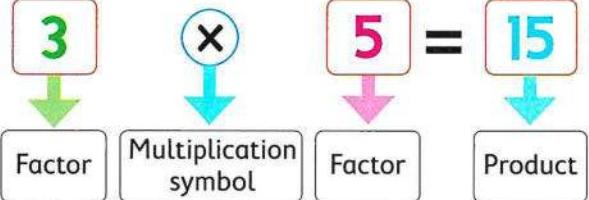
*Equal groups
are groups that have the
same number of items.*



- You can use **repeated addition** to find the total.

$$5 + 5 + 5 = 15 \text{ Addition sentence}$$

- When you put together equal groups, you can also use **multiplication**

What you write : 

Multiplication sentence

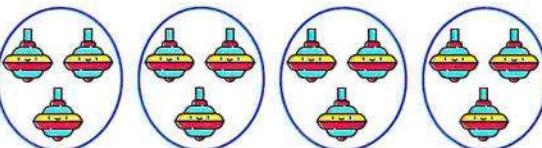
- Factor one of the numbers multiplied.
- Product the number obtained when multiplying.

What you say : 3 times 5 equals 15

Example 1

Write an addition sentence and a multiplication sentence to find the total.

- a.  • Repeated addition : — + — + — = —
• Multiplication : — × — = —

- b.  • Repeated addition : — + — + — + — = —
• Multiplication : — × — = —

Notes for parents

- Use small objects. Ask your child to make 2 groups of 6. Then have your child write an addition sentence and a multiplication sentence.

Solution ✓

a. Repeated addition : $2 + 2 + 2 = 6$

Multiplication : $3 \times 2 = 6$

b. Repeated addition : $3 + 3 + 3 + 3 = 12$

Multiplication : $4 \times 3 = 12$

Example ②

Complete.

a. $2 + 2 + 2 + 2 + 2 = \underline{\quad} \times 2 = \underline{\quad}$

b. $5 + 5 + 5 + 5 = 4 \times \underline{\quad} = \underline{\quad}$

c. $3 \times 7 = \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$

d. $\underline{\quad} \times 4 = 4 + 4 + 4 + 4 + 4 = \underline{\quad}$

Solution ✓

a. $2 + 2 + 2 + 2 + 2 = 5 \times 2 = 10$

b. $5 + 5 + 5 + 5 = 4 \times 5 = 20$

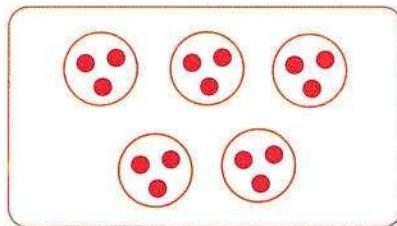
c. $3 \times 7 = 7 + 7 + 7 = 21$

d. $5 \times 4 = 4 + 4 + 4 + 4 + 4 = 20$

Check 🔎

Write an addition sentence and a multiplication sentence to find the total.

a.

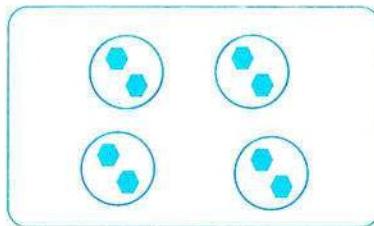


• Repeated addition :

$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

• Multiplication : $\underline{\quad} \times \underline{\quad} = \underline{\quad}$

b.



• Repeated addition :

$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

• Multiplication : $\underline{\quad} \times \underline{\quad} = \underline{\quad}$



Learn 2 How does an array show multiplication ?

This array shows 3 rows of 4 cupcakes



3 rows
4 in each row

- To find the total number of cupcakes, you can add or multiply.

Repeated addition : $4 + 4 + 4 = 12$

Multiplication : $3 \times 4 = 12$ → Product "Total"

$\begin{array}{c} 3 \\ \times \\ 4 \\ \hline \end{array}$ → Number in each row
→ Number of rows

Say : 3 times 4 equals 12

Another way

The same array shows 4 columns of 3 cupcakes



4 columns
3 in each column

- To find the total number of cupcakes, you can add or multiply.

Repeated addition : $3 + 3 + 3 + 3 = 12$

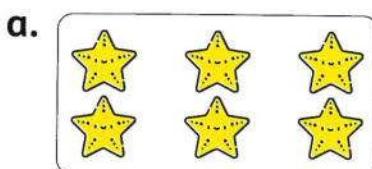
Multiplication : $4 \times 3 = 12$ → Product "Total"

$\begin{array}{c} 4 \\ \times \\ 3 \\ \hline \end{array}$ → Number in each column
→ Number of columns

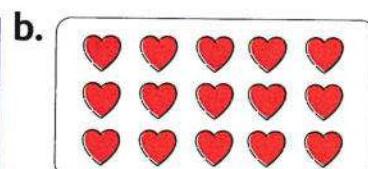
Say : 4 times 3 equals 12

Check

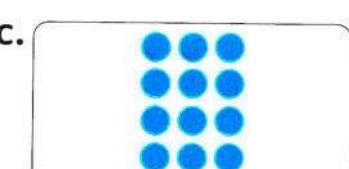
Complete.



[] rows of []
[] × [] = []



[] columns of []
[] × [] = []



[] rows of []
[] × [] = []

- Let your child use small objects to create an array of 5 rows of 3 and write the multiplication sentence.

Exercise

8

On Lesson 6

Multiplication

- 1 Write an addition sentence and a multiplication sentence to find the total.

a.

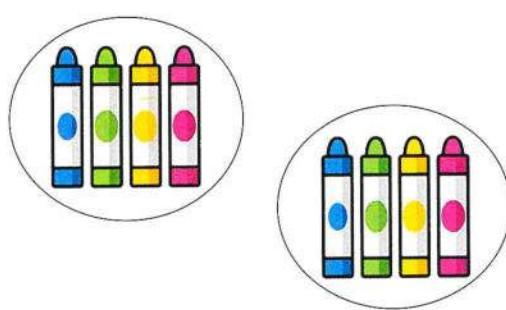


Repeated addition :

$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

Multiplication : $\underline{\quad} \times \underline{\quad} = \underline{\quad}$

b.

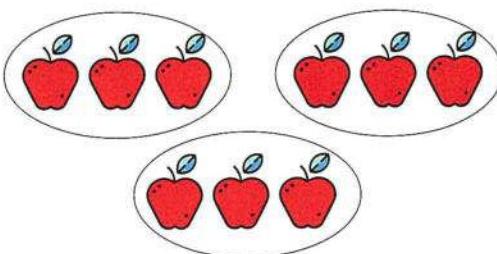


Repeated addition :

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Multiplication : $\underline{\quad} \times \underline{\quad} = \underline{\quad}$

c.

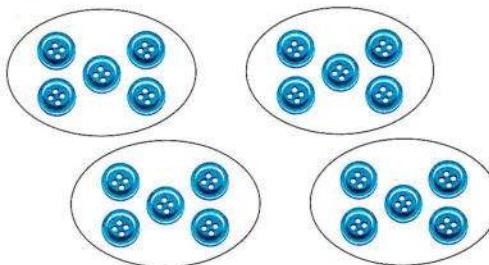


Repeated addition :

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

Multiplication : $\underline{\quad} \times \underline{\quad} = \underline{\quad}$

d.

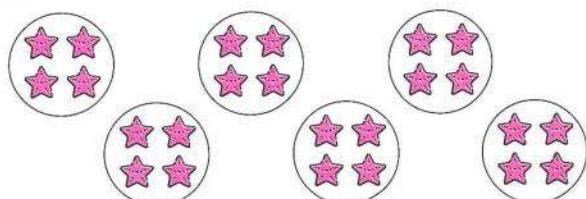


Repeated addition :

$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

Multiplication : $\underline{\quad} \times \underline{\quad} = \underline{\quad}$

e.

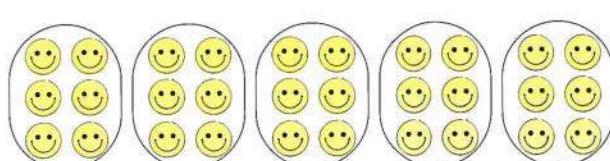


Repeated addition :

$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

Multiplication : $\underline{\quad} \times \underline{\quad} = \underline{\quad}$

f.



Repeated addition :

$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

Multiplication : $\underline{\quad} \times \underline{\quad} = \underline{\quad}$

2 Complete each of the following.

a.



rows of

$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

b.



rows of

$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

c.



rows of

$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

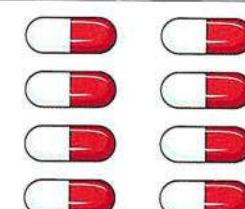
d.



columns of

$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

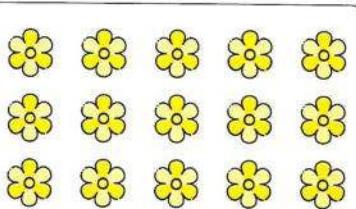
e.



columns of

$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

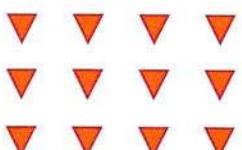
f.



columns of

$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

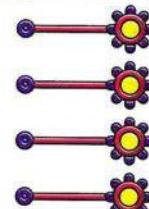
g.



columns of

$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

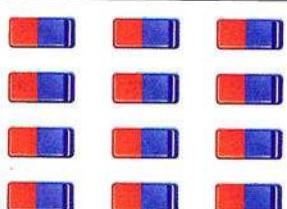
h.



rows of

$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

i.



columns of

$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

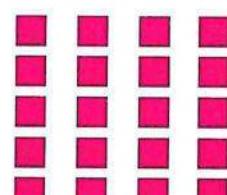
j.



rows of

$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

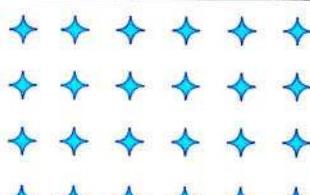
k.



rows of

$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

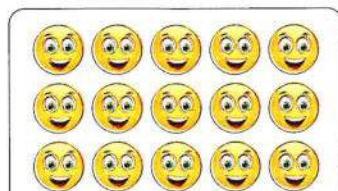
l.



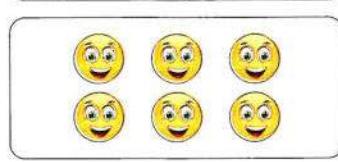
columns of

$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

3 Match each array to its sentence.



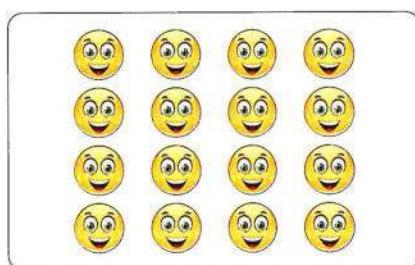
$$3 + 3 = 6$$



$$3 \times 5 = 15$$

$$4 + 4 + 4 + 4 = 16$$

$$1 \times 6 = 6$$



4 Complete.

a. $3 + 3 + 3 + 3 = \underline{\quad} \times 3 = \underline{\quad}$

c. $4 + 4 + 4 + 4 + 4 = \underline{\quad} \times 4 = \underline{\quad}$

e. $6 + 6 + 6 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$

g. $1 + 1 + 1 + 1 + 1 + 1 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$

i. $4 \times 7 = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$

k. $3 \times 2 = \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$

m. $\underline{\quad} \times 3 = 3 + 3 + 3 + 3 + 3 + 3 = \underline{\quad}$

o. $\underline{\quad} \times 8 = 8 + 8 + 8 = \underline{\quad}$

b. $7 + 7 + 7 = \underline{\quad} \times 7 = \underline{\quad}$

d. $\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = 4 \times 5 = \underline{\quad}$

f. $9 + 9 + 9 + 9 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$

h. $8 + 8 + 8 + 8 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$

j. $2 \times 9 = \underline{\quad} + \underline{\quad} = \underline{\quad}$

l. $6 \times 4 = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$

n. $5 \times 5 = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$

p. $5 + 5 = 2 \times \underline{\quad} = \underline{\quad}$

5 Choose the correct answer.

a. $3 + 3 + 3 + 3 + 3 = \underline{\quad} \times 3$

- A. 3 B. 4 C. 5 D. 6

b. 4 groups of 2 = $\underline{\quad}$

- A. $4 + 2$ B. 4×4 C. $2 \times 2 \times 2 \times 2$ D. 4×2

c. 2 groups of 9 = $9 + \underline{\quad}$

- A. 2 B. 9 C. 18 D. $9 + 9$

d. $2 \times 3 = 3 + \underline{\quad}$

- A. 0 B. 1 C. 2 D. 3

e. $7 + 7 + 7 = 3 \times \underline{\quad}$

- A. 3 B. 5 C. 7 D. 9

6 Draw to model groups. Then write an addition sentence and a multiplication sentence for each.

a.

2 groups of 4

b.

3 groups of 2

c.

3 groups of 3

d.

4 groups of 5

e.

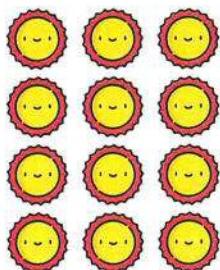
2 groups of 3

f.

5 groups of 4

7 Build the array as the example. Write the multiplication sentence.

Example :



4 rows of 3

$$4 \times 3 = 12$$

a.

5 rows of 2

$$\underline{\quad} \times \underline{\quad} = \boxed{\quad}$$

b.

3 rows of 6

$$\underline{\quad} \times \underline{\quad} = \boxed{\quad}$$

c.

5 columns of 5

$$\underline{\quad} \times \underline{\quad} = \boxed{\quad}$$

d.

2 columns of 8

$$\underline{\quad} \times \underline{\quad} = \boxed{\quad}$$

e.

4 rows of 7

$$\underline{\quad} \times \underline{\quad} = \boxed{\quad}$$

Lesson

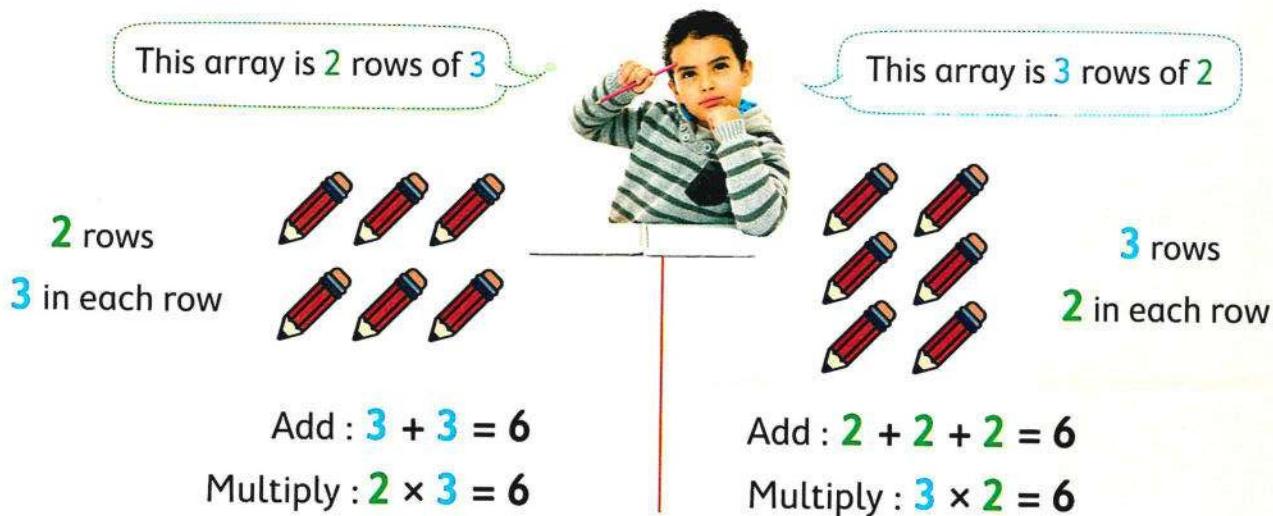
7

Commutative property in multiplication

Learn 1 Commutative property of multiplication "Arrays"

Commutative property of multiplication means that :

You can multiply in any order and the product is the same.

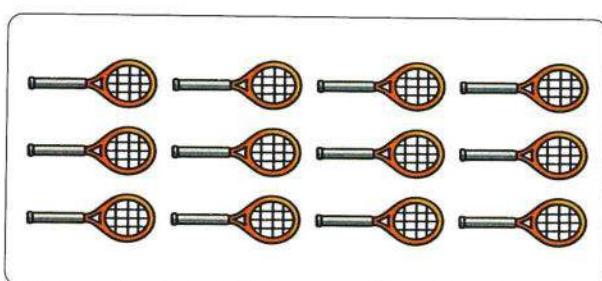
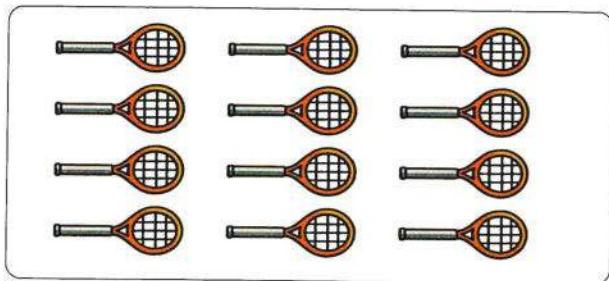


The factors can be multiplied in any order and their product is the same.

$$\text{So, } 2 \times 3 = 3 \times 2 = 6$$

Check

Write how many. Write the multiplication sentences.



What did you notice ?

$$_____ \times _____ = _____ \times _____$$

Notes for parents

- Ask your child to use objects to show you 3 rows of 6 and 6 rows of 3 and then find how many objects in all of each.

Learn 2 Commutative property of multiplication “Equal groups”

You can multiply in any order and the product is the same.

There are 3 groups of 4

There are 4 groups of 3

Add : $4 + 4 + 4 = 12$

Multiply : $3 \times 4 = 12$

Add : $3 + 3 + 3 + 3 = 12$

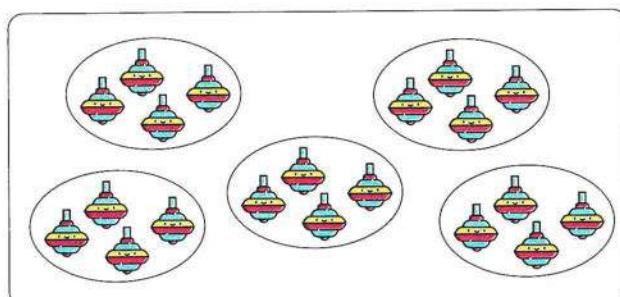
Multiply : $4 \times 3 = 12$

The factors can be multiplied in any order and their product is the same.

$$\text{So, } 3 \times 4 = 4 \times 3 = 12$$

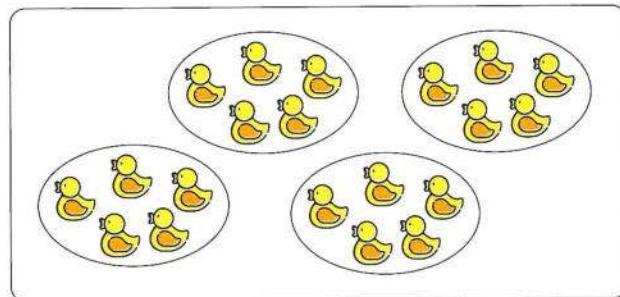
Check

Write how many. Write the multiplication sentences.



groups of

$$\boxed{} \times \boxed{} = \boxed{}$$



groups of

$$\boxed{} \times \boxed{} = \boxed{}$$

What did you notice ?

$$\boxed{} \times \boxed{} = \boxed{} \times \boxed{}$$

- Ask your child to use objects to show you 2 groups of 5 and 5 groups of 2 and then find how many objects in all of each.

Exercise

9

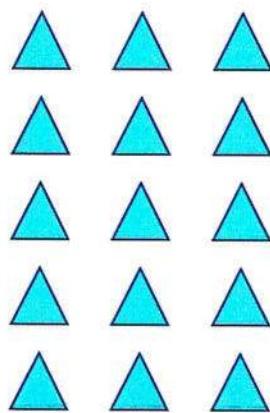
On Lesson 7

Commutative property in multiplication

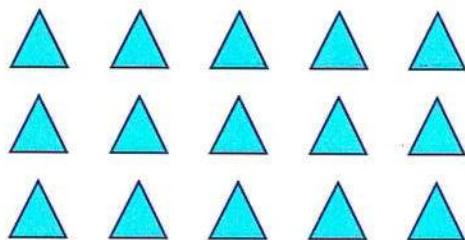
 From the school book

1 Complete the following.

a. 



_____ rows of _____ columns



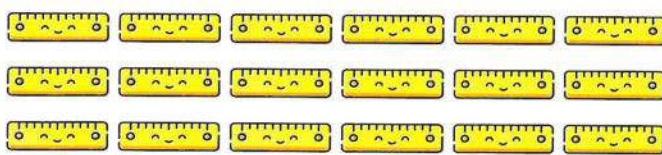
_____ rows of _____ columns

$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

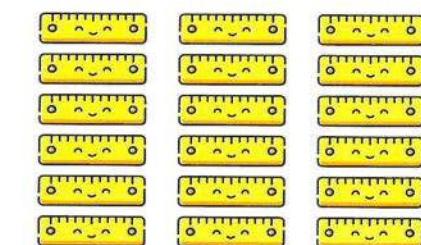
$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad} \times \boxed{\quad}$$

b.



_____ rows of _____ columns



_____ rows of _____ columns

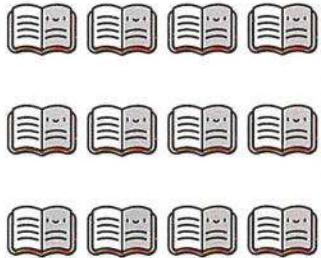
$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad} \times \boxed{\quad}$$

2 Write the multiplication sentence for each array. Then draw the array that shows the commutative property.

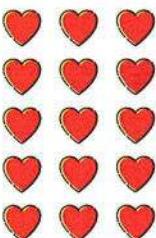
a.



b.



c.

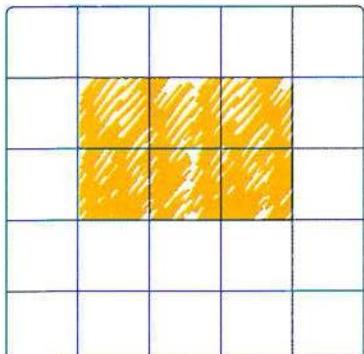


d.



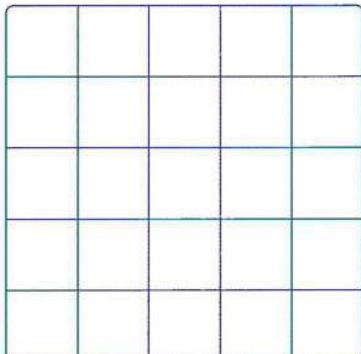
3 Draw the array on the grid according to its multiplication sentence. Write the product. The first one is done for you.

a.



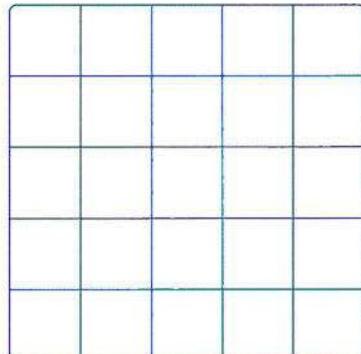
$$2 \times 3 = 6$$

b.



$$5 \times 2 = \square$$

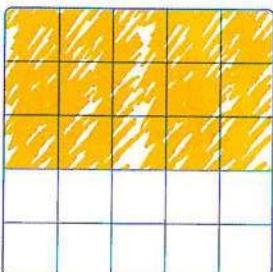
c.



$$4 \times 5 = \square$$

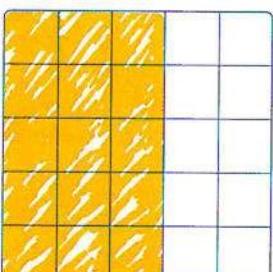
4 Draw the array on the grid according to its multiplication sentence. Then draw the array that shows the commutative property. Then, complete. The first one is done for you.

a. 3 rows of 5



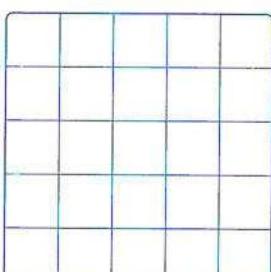
$$3 \times 5 = 15$$

5 rows of 3



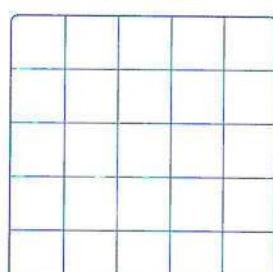
$$5 \times 3 = 15$$

b. 2 rows of 4



$$2 \times 4 = \boxed{}$$

4 rows of 2

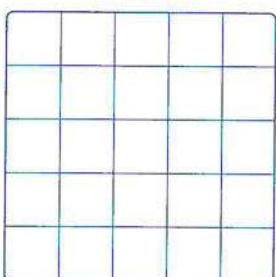


$$4 \times 2 = \boxed{}$$

So, $\boxed{3} \times \boxed{5} = \boxed{5} \times \boxed{3} = 15$

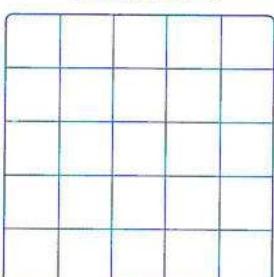
So, $\boxed{} \times \boxed{} = \boxed{} \times \boxed{} = \boxed{}$

c. 3 rows of 4



$$3 \times 4 = \boxed{}$$

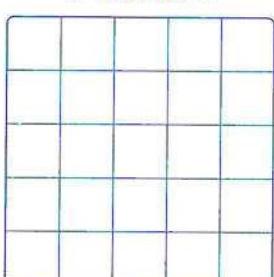
4 rows of 3



$$4 \times 3 = \boxed{}$$

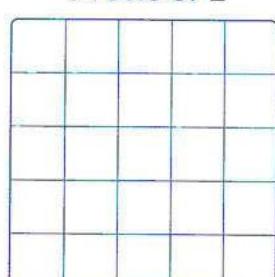
So, $\boxed{} \times \boxed{} = \boxed{} \times \boxed{} = \boxed{}$

d. 1 row of 5



$$1 \times 5 = \boxed{}$$

5 rows of 1

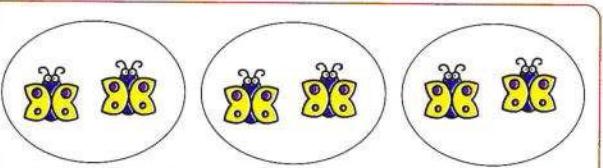
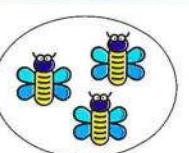
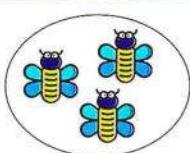


$$5 \times 1 = \boxed{}$$

So, $\boxed{} \times \boxed{} = \boxed{} \times \boxed{} = \boxed{}$

5 Complete the following.

a.



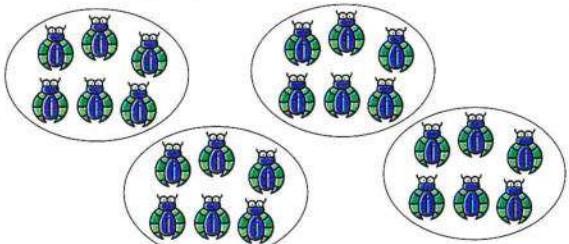
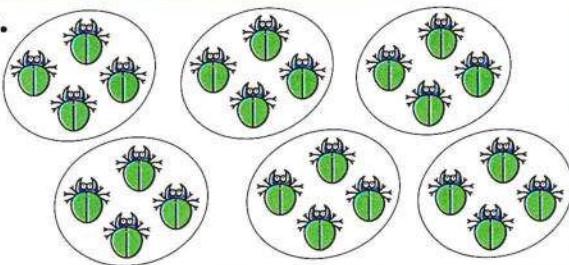
_____ groups of _____

$$\boxed{} \times \boxed{} = \boxed{}$$

_____ groups of _____

$$\boxed{} \times \boxed{} = \boxed{}$$

$$\boxed{} \times \boxed{} = \boxed{} \times \boxed{}$$

b.

_____ groups of _____

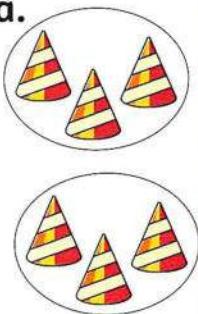
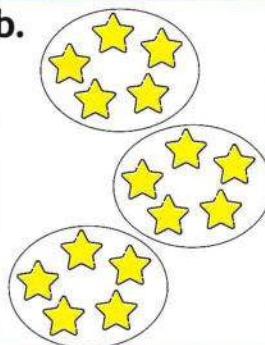
$$\boxed{} \times \boxed{} = \boxed{}$$

_____ groups of _____

$$\boxed{} \times \boxed{} = \boxed{}$$

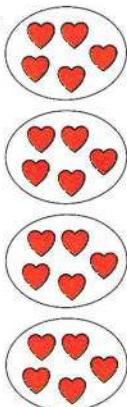
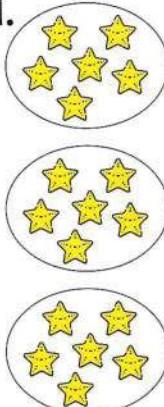
$$\boxed{} \times \boxed{} = \boxed{} \times \boxed{}$$

6 Write the multiplication sentence for each equal groups. Then draw the equal groups that shows the commutative property.

a.**b.**

$$\boxed{} \times \boxed{} = \boxed{} \times \boxed{}$$

$$\boxed{} \times \boxed{} = \boxed{} \times \boxed{}$$

c.**d.**

$$\boxed{} \times \boxed{} = \boxed{} \times \boxed{}$$

$$\boxed{} \times \boxed{} = \boxed{} \times \boxed{}$$

7 Complete.

a. $3 \times 5 = 5 \times \underline{\quad}$

c. $\underline{\quad} \times 8 = 8 \times 7$

e. $7 \times 10 = 10 \times \underline{\quad}$

g. $\underline{\quad} \times 6 = \underline{\quad} \times 4$

i. $5 + 5 + 5 + 5 = 5 \times \underline{\quad} = \underline{\quad} \times 5$

b. $2 \times \underline{\quad} = 9 \times 2$

d. $4 \times 6 = \underline{\quad} \times 4$

f. $4 \times \underline{\quad} = 1 \times \underline{\quad}$

h. $3 \times \underline{\quad} = 2 \times \underline{\quad}$

j. $9 + 9 = 2 \times \underline{\quad} = \underline{\quad} \times 2$

8 Put (✓) to the correct statement or (✗) to the incorrect statement.

a. $7 \times 9 = 9 \times 7$ () b. $1 \times 5 = 15 \times 1$ ()

c. $2 \times 9 = 18 = 9 \times 2$ () d. $7 + 7 + 7 = 3 + 3 + 3 + 3 + 3 + 3 + 3$ ()

e. $4 \times 7 = 7 + 4$ () f. $5 \times 6 = 6 - 5$ ()

9 Match.

a. 3×4

b. $2 + 2 + 2 + 2 + 2$

c. 5×3

d. 5×1

5 × 2

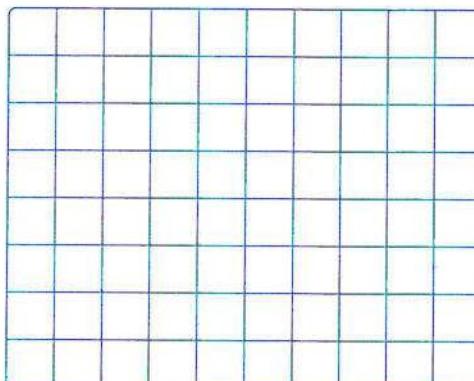
4 × 3

5 + 0

3 × 5

Challenge

- 10 Draw and color the array on the opposite grid according to the multiplication sentence 5×7
What is the number of uncolored blocks? _____



Place
a smiley
face

CHAPTER

3





Outcomes of chapter three :

At the end of chapter three, your child will be able to:

► **Lessons 1 & 2 :**

- **Word problems on multiplication**
- **Applications on multiplication**
- Use a variety of strategies to solve multiplication story problems.
- Explain elements of multiplication story problems.
- Record a multiplication equation to match a story problem.
- Match multiplication equations to story problems.
- Write a multiplication story problem that matches a given equation.

► **Lesson 3 :**

- **Multiples of 2 , 3 and 4**
- Explain the rules for multiplying by 0 and 1.
- Identify common multiples of 2 and 3.
- Predict common multiples of 2 and 3 greater than 120.
- Use evidence to justify and explain mathematical thinking.

► **Lessons 4 A & 4 B :**

- **Multiples of 5 , 6 and 7**
- **Multiples of 8 , 9 and 10**
- Identify the multiples of 5 and 10.
- Identify numerical patterns when multiplying by 5 and 10.
- Explain the relationship between skip counting and multiplication facts.

► **Lesson 5 :**

- **Factors of a number using arrays**
- Explore the relationship between multiples of 2, 3 and 6.
- Model the Commutative Property of Multiplication using arrays.
- Identify factor pairs using arrays.

► **Lessons 6 & 7 :**

- **Time**
- **Applications on time**
- Explain the relationship between skip counting by 5s and telling time to 5-minute increments.
- Read and write time in 5-minute increments on an analog clock.
- Use a variety of strategies to tell time to 5-minute increments.

► **Lessons 8 & 9 :**

- **Division**
- **Applications on division**
- Explain the relationship between sharing equally and dividing.
- Use a variety of strategies to solve division problems.
- Explain his/her thinking when solving division problems.

► **Lesson 10 :**

- **The relation between multiplication and division**
- Describe the relationship between factors and their product.
- Use the division symbol.
- Apply the relationship between multiplication and division to identify fact families.
- Solve division problems with one unknown.

Lessons 1 & 2

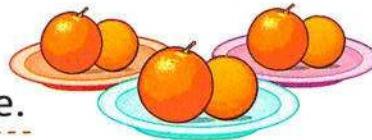
- Word problems on multiplication
- Applications on multiplication



Learn

How to solve multiplication word problem ?

Eman has 3 plates.



There are 2 oranges in each plate.

How many oranges are there in all ?



Understand

- What do you want to find out ? Circle the question.
- What fact do you need ? Underline them.



Plan

- Write a number sentence to solve.

$$3 \times 2 = ?$$



Solve

- You can use one of these different ways to solve the problem.

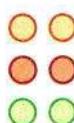
Using repeated addition

$$\begin{array}{ccc} \textcolor{orange}{\bullet} \textcolor{orange}{\bullet} & \textcolor{red}{\bullet} \textcolor{red}{\bullet} & \textcolor{green}{\bullet} \textcolor{green}{\bullet} \\ 2 & + & 2 & + & 2 & = & 6 \end{array}$$

Using skip counting

$$\begin{array}{cccccc} 2 & , & 4 & , & 6 \\ \nearrow +2 & & \nearrow +2 & & \nearrow +2 \end{array}$$

Using objects



This is a 3 rows of 2 array.
There is 6 objects.

So, $3 \times 2 = 6$



Said saves 7 L.E. each month.

How much money does he
save in 6 months ?

Work area



Exercise

10

On Lessons 1 & 2

- Word problems on multiplication
- Applications on multiplication

 From the school book

1 Match each problem to the suitable multiplication sentence.

a. Jana bought 3 packs of ping-pong balls.

Each pack has 5 balls.



How many balls are there ?

$$6 \times 2 = 12$$

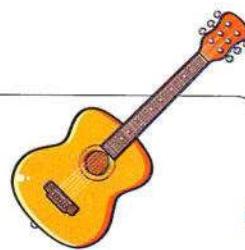
b. Andy downloaded 3 games onto his tablet. The next day he downloaded 3 more.



How many games has he downloaded ?

$$3 \times 5 = 15$$

c. A guitar has 6 strings.



How many strings are there in 2 guitars ?

$$2 \times 5 = 10$$

d. There are 5 apples in a box.



How many apples in 2 boxes ?

$$3 \times 2 = 6$$

2 Read and solve. You may use counters to solve.

Remember

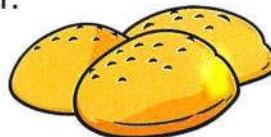
•Understand •Plan •Solve

- a. Ahmed has **2** packets of sweets each contains **5** pieces of sweets.



How many pieces of sweets Ahmed has ?

- b. Farha went to the store to buy rolls for a big family dinner. At the store, she bought **4** bags of rolls. Each bag contained **5** rolls.

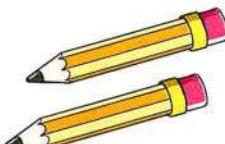


How many rolls did Farha buy ?

- c. Manal brought **6** bags of cookies to school. Each bag had **3** cookies in it.
- How many cookies were there all together ?



- d. Each pack of pencils contains **8** pencils.



How many pencils are in **3** packs ?

- e. Adam runs **2** hours every day.
What is the number of running hours in **9** days ?



Work area



- f. A bag of oranges holds 4 oranges.



How many oranges are in 8 bags ?

- g. Rana saw 6 dogs in a garden.

How many legs do the 6 dogs have ?



- h. Magi has 5 boxes of 7 balls each and another 4 boxes of 7 balls each.

How many balls does she have ?



Work area



- 3 Write a multiplication story for the multiplication sentence. Then solve it. You may use counters to solve.

$$4 \times 5$$

Work area

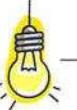


Challenge



- 4 Maisa was trying to figure out how to solve the multiplication problem 12×13 but was stuck. Can you show her how to work through this problem and what the product might be ?

Work area



Place
a smiley
face

Lesson

3

Multiples of 2 , 3 and 4



Learn 1 Multiples of 2 , 3 and 4

- Multiple is the product of a given whole number by any other.
- You can get multiples of a number by skip counting by this number using a 120 chart.

For example :

To find 2×7

Start at 2 and shade
7 boxes after skip
counting by 2

You will land on 14

So, $2 \times 7 = 14$

111	112	113	114	115	116	117	118	119	120
101	102	103	104	105	106	107	108	109	110
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

Also :

To find 3×5

Start at 3 and shade

5 boxes after skip
counting by 3

You will land on 15

So, $3 \times 5 = 15$

Multiples of 2

Start from 2
and skip counting by 2

$$2 \times 1 = 2$$

$$2 \times 2 = 4$$

$$2 \times 3 = 6$$

$$2 \times 4 = 8$$

$$2 \times 5 = 10$$

$$2 \times 6 = 12$$

$$2 \times 7 = 14$$

$$2 \times 8 = 16$$

$$2 \times 9 = 18$$

$$2 \times 10 = 20$$



Multiples
of 2 song



Multiples of 3

Start from 3
and skip counting by 3

$$3 \times 1 = 3$$

$$3 \times 2 = 6$$

$$3 \times 3 = 9$$

$$3 \times 4 = 12$$

$$3 \times 5 = 15$$

$$3 \times 6 = 18$$

$$3 \times 7 = 21$$

$$3 \times 8 = 24$$

$$3 \times 9 = 27$$

$$3 \times 10 = 30$$



Multiples
of 3 song



Multiples of 4

Start from 4
and skip counting by 4

$$4 \times 1 = 4$$

$$4 \times 2 = 8$$

$$4 \times 3 = 12$$

$$4 \times 4 = 16$$

$$4 \times 5 = 20$$

$$4 \times 6 = 24$$

$$4 \times 7 = 28$$

$$4 \times 8 = 32$$

$$4 \times 9 = 36$$

$$4 \times 10 = 40$$



Multiples
of 4 song



Check



Find the product.

$$2 \times 4 = \underline{\quad}$$

$$3 \times 7 = \underline{\quad}$$

$$4 \times 9 = \underline{\quad}$$

$$2 \times 8 = \underline{\quad}$$

$$3 \times 5 = \underline{\quad}$$

$$4 \times 8 = \underline{\quad}$$

$$2 \times 10 = \underline{\quad}$$

$$3 \times 4 = \underline{\quad}$$



Learn 2 Common multiples of 2 and 3

- Use a 120 chart.
- Skip count by 2 to find multiples of 2 up to 60. Shade each multiple of 2 red.
- Skip count by 3 to find multiples of 3 up to 60. Shade each multiple of 3 blue.



Which numbers are shaded twice?

111	112	113	114	115	116	117	118	119	120
101	102	103	104	105	106	107	108	109	110
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

- The numbers are 6, 12, 18, 24, 30, 36, 42, 48, 54 and 60
These numbers are common multiples of 2 and 3 up to 60

What do you notice about these numbers?

- The numbers are increasing in the same pattern

, its rule is **+ 6**



So, you can predict the next common multiple

$$60 + 6 = 66$$

Check

Use the chart. Ring the multiples of 2 and underline the multiples of 3 then, find the multiples of 2 and 3 together.

23	12	15	18	30	66	33
22	48	96	100	54	27	32
20	13	24	29	40	42	50

The common multiples of 2 and 3 together are _____

- Help your child find 3 common multiples of 2 and 3 greater than 70.



Learn 3 Multiplying by 1 and 0

○ Ahmed has 5 baskets.

There is 1 orange in each basket.

How many oranges are there in all ?



$$5 \times 1 = 5 \text{ oranges}$$

Any number multiplied by 1 equals the same number.

○ Rasha has 3 baskets.

There is 0 oranges in each basket.

How many oranges are there in all ?



$$3 \times 0 = 0 \text{ oranges}$$

Any number multiplied by 0 equals 0



Check

Find each product.

5×1

<hr/>

4×1

<hr/>

9×1

<hr/>

0×5

<hr/>

7×1

<hr/>

12×0

<hr/>

6
\times
0
<hr/>
<hr/>

0
\times
8
<hr/>
<hr/>

12
\times
1
<hr/>
<hr/>



The multiplication operation is commutative.

Exercise

11

On Lesson 3

Multiples of 2 , 3 and 4

1 Find the product.

$2 \times 0 = \underline{\hspace{2cm}}$

$2 \times 1 = \underline{\hspace{2cm}}$

$2 \times 2 = \underline{\hspace{2cm}}$

$2 \times 3 = \underline{\hspace{2cm}}$

$2 \times 4 = \underline{\hspace{2cm}}$

$2 \times 5 = \underline{\hspace{2cm}}$

$2 \times 6 = \underline{\hspace{2cm}}$

$2 \times 7 = \underline{\hspace{2cm}}$

$2 \times 8 = \underline{\hspace{2cm}}$

$2 \times 9 = \underline{\hspace{2cm}}$

$2 \times 10 = \underline{\hspace{2cm}}$

$3 \times 0 = \underline{\hspace{2cm}}$

$3 \times 1 = \underline{\hspace{2cm}}$

$3 \times 2 = \underline{\hspace{2cm}}$

$3 \times 3 = \underline{\hspace{2cm}}$

$3 \times 4 = \underline{\hspace{2cm}}$

$3 \times 5 = \underline{\hspace{2cm}}$

$3 \times 6 = \underline{\hspace{2cm}}$

$3 \times 7 = \underline{\hspace{2cm}}$

$3 \times 8 = \underline{\hspace{2cm}}$

$3 \times 9 = \underline{\hspace{2cm}}$

$3 \times 10 = \underline{\hspace{2cm}}$



Play game

$4 \times 0 = \underline{\hspace{2cm}}$

$4 \times 1 = \underline{\hspace{2cm}}$

$4 \times 2 = \underline{\hspace{2cm}}$

$4 \times 3 = \underline{\hspace{2cm}}$

$4 \times 4 = \underline{\hspace{2cm}}$

$4 \times 5 = \underline{\hspace{2cm}}$

$4 \times 6 = \underline{\hspace{2cm}}$

$4 \times 7 = \underline{\hspace{2cm}}$

$4 \times 8 = \underline{\hspace{2cm}}$

$4 \times 9 = \underline{\hspace{2cm}}$

$4 \times 10 = \underline{\hspace{2cm}}$

$2 \times 7 = \underline{\hspace{2cm}}$

$2 \times 5 = \underline{\hspace{2cm}}$

$2 \times 2 = \underline{\hspace{2cm}}$

$2 \times 3 = \underline{\hspace{2cm}}$

$2 \times 9 = \underline{\hspace{2cm}}$

$2 \times 1 = \underline{\hspace{2cm}}$

$2 \times 4 = \underline{\hspace{2cm}}$

$2 \times 8 = \underline{\hspace{2cm}}$

$2 \times 6 = \underline{\hspace{2cm}}$

$2 \times 10 = \underline{\hspace{2cm}}$

$2 \times 0 = \underline{\hspace{2cm}}$

$3 \times 5 = \underline{\hspace{2cm}}$

$3 \times 1 = \underline{\hspace{2cm}}$

$3 \times 7 = \underline{\hspace{2cm}}$

$3 \times 0 = \underline{\hspace{2cm}}$

$3 \times 9 = \underline{\hspace{2cm}}$

$3 \times 2 = \underline{\hspace{2cm}}$

$3 \times 10 = \underline{\hspace{2cm}}$

$3 \times 4 = \underline{\hspace{2cm}}$

$3 \times 6 = \underline{\hspace{2cm}}$

$3 \times 3 = \underline{\hspace{2cm}}$

$3 \times 8 = \underline{\hspace{2cm}}$

$4 \times 3 = \underline{\hspace{2cm}}$

$4 \times 9 = \underline{\hspace{2cm}}$

$4 \times 6 = \underline{\hspace{2cm}}$

$4 \times 1 = \underline{\hspace{2cm}}$

$4 \times 10 = \underline{\hspace{2cm}}$

$4 \times 0 = \underline{\hspace{2cm}}$

$4 \times 2 = \underline{\hspace{2cm}}$

$4 \times 7 = \underline{\hspace{2cm}}$

$4 \times 4 = \underline{\hspace{2cm}}$

$4 \times 8 = \underline{\hspace{2cm}}$

$4 \times 5 = \underline{\hspace{2cm}}$

2 Find each product.

a. 3×7

b. 2×4

c. 2×8

d. 3×8

e. 1×2

f. 5×3

g. 2×2

h. 3×4

i. 4×7

j. 4×3

k. 4×4

l. 3×5

m. 5×4

n. 4×10

o. 6×4

p. 4×8

q. 2×3

r. 2×7

s. 2×6

t. 3×6

u. 2×1

v. 5×2

w. 2×9

x. 10×3

y. 3×3

z. 3×2



3 Find the product.

a.
$$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 2 \\ \times 10 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 3 \\ \times 0 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 3 \\ \times 1 \\ \hline \end{array}$$

j.
$$\begin{array}{r} 1 \\ \times 3 \\ \hline \end{array}$$

k.
$$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$$

l.
$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

m.
$$\begin{array}{r} 6 \\ \times 0 \\ \hline \end{array}$$

n.
$$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$$

o.
$$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$$

4 Put (✓) to the correct statement or (✗) to the incorrect statement.

- | | | | |
|-------------------------------|----------|------------------------------|----------|
| a. $3 \times 5 = 8$ | () | b. $2 \times 7 = 14$ | () |
| c. $1 \times 4 = 4$ | () | d. $4 \times 10 = 14$ | () |
| e. $0 \times 7 = 7$ | () | f. $2 \times 6 = 12$ | () |
| g. $2 \times 5 = 5 + 5 = 10$ | () | h. $3 \times 9 = 3 + 3 + 3$ | () |
| i. $3 \times 2 = 6 + 0$ | () | j. $2 \times 8 = 4 \times 4$ | () |
| k. $3 \times 3 = 3 + 3$ | () | l. $1 \times 3 = 1 + 1 + 1$ | () |
| m. $4 \times 7 = 28$ | () | n. $0 \times 7 = 0 + 7$ | () |
| o. $4 \times 5 = 2 \times 10$ | () | p. $0 \times 9 = 0$ | () |

5 Join the equal results.

- a. 2×5 b. 2×3 c. 3×3 d. 2×9 e. 4×3

$6 + 3$

3×6

6×2

$5 + 5$

3×2

6 Color the multiplication sentences in each row that have the same product.

a. 4×3 3×5 2×6

b. 2×10 8×3 4×6

c. 3×6 9×2 4×4

d. 4×0 0×3 4×1

7 Choose the correct answer.

a. $2 \times \underline{\quad} = 10$

10

3

5

8

c. $\underline{\quad} \times 2 = 18$

8

7

16

9

e. $4 \times \underline{\quad} = 36$

10

9

8

1

g. $0 \times 7 = \underline{\quad}$

0

1

7

5

i. $\underline{\quad} \times 8 = 24$

1

3

2

4

k. $2 \times \underline{\quad} = 16$

5

8

7

9

m. $4 \times \underline{\quad} = 16$

1

3

2

4

o. $\underline{\quad} \times 10 = \text{zero}$

0

2

1

3

b. $\underline{\quad} \times 3 = 30$

6

10

8

5

d. $2 \times \underline{\quad} = 4 + 4 + 4$

2

6

4

8

f. $1 \times \underline{\quad} = 9$

1

zero

8

9

h. $\underline{\quad} \times 7 = 14$

1

3

2

4

j. $\underline{\quad} \times 10 = 40$

1

3

2

4

l. $3 \times \underline{\quad} = 21$

5

7

6

8

n. $1 \times \underline{\quad} = 8$

6

8

7

9

p. $\underline{\quad} \times 5 = 5$

0

2

1

3

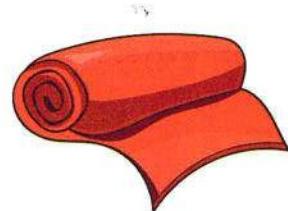
8 Put " $<$, $>$ or $=$ ".

a. 3×5	<input type="radio"/>	2×4	b. 1×4	<input type="radio"/>	0×4
c. $0 + 3$	<input type="radio"/>	0×3	d. 2×2	<input type="radio"/>	$2 + 2$
e. $15 - 5$	<input type="radio"/>	2×5	f. 4×4	<input type="radio"/>	$4 - 4$
g. 2×9	<input type="radio"/>	3×6	h. 3×9	<input type="radio"/>	3×10
i. $7 + 7$	<input type="radio"/>	3×7	j. $8 - 8$	<input type="radio"/>	2×8
k. $9 + 9 + 9$	<input type="radio"/>	3×9	l. 4×7	<input type="radio"/>	$68 - 40$
m. $1 + 1 + 1 + 1 + 1$	<input type="radio"/>	1×6	n. $3 - 3$	<input type="radio"/>	3×0
o. 3×9	<input type="radio"/>	2×9	p. 4×6	<input type="radio"/>	4×10
q. 2×10	<input type="radio"/>	4×5	r. 2×5	<input type="radio"/>	3×4

9 Word problems on Multiples of 2 , 3 and 4

- a. If the price of one metre of cloth is 9 L.E., then find the price of 4 metres of this cloth.

The price of 4 metres = _____ = _____ L.E.



- b. How many flowers are there in 3 bunches of flowers if each has 10 flowers ?

The number of flowers in the bunches = _____ = _____ flowers.



- c. There are 2 lions in a cage.

How many lions are there in 8 cages ?

The number of lions = _____ = _____ lions.



10 Use the chart.

a. Ring the multiples of 2

15 24 32 17 50 44

b. Ring the multiples of 3

22 18 40 20 33 13

c. Ring the multiples of 4

5 16 12 20 31 17

d. Write the multiples of 2 up to 30

e. Write the multiples of 2 between 31 and 55

f. Write the multiples of 3 up to 40

g. Write the multiples of 3 between 41 and 50

h. Write the multiples of 4 up to 50

i. Write three common multiples of 2 and 3 greater than 40 and smaller than 70

j. Write three common multiples of 2 and 3 between 80 and 100



11 Complete. Write $(+)$ or (\times) .

a. $8 \quad 1 = 9$ b. $9 \quad 1 = 9$ c. $0 \quad 5 = 5$

d. $2 \quad 0 = 2$ e. $0 \quad 7 = 0$ f. $1 \quad 7 = 8$

Challenge 

12 Three numbers, their sum equals their product.

What are these numbers?

Place
a smiley
face

Lesson 4A

Multiples of 5 , 6 and 7



Learn Multiples of 5 , 6 and 7

- You can get multiples of 5 , 6 or 7 by skip counting by this number using a 120 chart.

For example :

To find 5×6
start at 5 and shade
6 boxes after skip
counting by 5
You will land on 30
So, $5 \times 6 = 30$

111	112	113	114	115	116	117	118	119	120
101	102	103	104	105	106	107	108	109	110
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

Also :

To find 6×7
start at 6 and shade
7 boxes after skip
counting by 6
You will land on 42
So, $6 \times 7 = 42$

Multiples of 5

Start from 5
and skip counting by 5

$$\begin{aligned} 5 \times 1 &= 5 \\ 5 \times 2 &= 10 \\ 5 \times 3 &= 15 \\ 5 \times 4 &= 20 \\ 5 \times 5 &= 25 \\ 5 \times 6 &= 30 \\ 5 \times 7 &= 35 \\ 5 \times 8 &= 40 \\ 5 \times 9 &= 45 \\ 5 \times 10 &= 50 \\ \downarrow & \quad \downarrow \\ \times \dots & = \dots \end{aligned}$$



Multiples of 5 song



Multiples of 6

Start from 6
and skip counting by 6

$$\begin{aligned} 6 \times 1 &= 6 \\ 6 \times 2 &= 12 \\ 6 \times 3 &= 18 \\ 6 \times 4 &= 24 \\ 6 \times 5 &= 30 \\ 6 \times 6 &= 36 \\ 6 \times 7 &= 42 \\ 6 \times 8 &= 48 \\ 6 \times 9 &= 54 \\ 6 \times 10 &= 60 \\ \downarrow & \quad \downarrow \\ \times \dots & = \dots \end{aligned}$$



Multiples of 6 song



Multiples of 7

Start from 7
and skip counting by 7

$$\begin{aligned} 7 \times 1 &= 7 \\ 7 \times 2 &= 14 \\ 7 \times 3 &= 21 \\ 7 \times 4 &= 28 \\ 7 \times 5 &= 35 \\ 7 \times 6 &= 42 \\ 7 \times 7 &= 49 \\ 7 \times 8 &= 56 \\ 7 \times 9 &= 63 \\ 7 \times 10 &= 70 \\ \downarrow & \quad \downarrow \\ \times \dots & = \dots \end{aligned}$$



Multiples of 7 song



Check



Find the product.

$5 \times 7 = \underline{\hspace{2cm}}$

$6 \times 8 = \underline{\hspace{2cm}}$

$7 \times 4 = \underline{\hspace{2cm}}$

$5 \times 9 = \underline{\hspace{2cm}}$

$7 \times 8 = \underline{\hspace{2cm}}$

$5 \times 6 = \underline{\hspace{2cm}}$

$6 \times 3 = \underline{\hspace{2cm}}$

$6 \times 10 = \underline{\hspace{2cm}}$

Notes for parents

- Help your child skip counting by 5 , 6 and 7 on the 120 chart.

Exercise

12

On Lesson 4A

Multiples of 5, 6 and 7



Play game

1 Find the product.

$5 \times 0 = \underline{\hspace{2cm}}$

$5 \times 1 = \underline{\hspace{2cm}}$

$5 \times 2 = \underline{\hspace{2cm}}$

$5 \times 3 = \underline{\hspace{2cm}}$

$5 \times 4 = \underline{\hspace{2cm}}$

$5 \times 5 = \underline{\hspace{2cm}}$

$5 \times 6 = \underline{\hspace{2cm}}$

$5 \times 7 = \underline{\hspace{2cm}}$

$5 \times 8 = \underline{\hspace{2cm}}$

$5 \times 9 = \underline{\hspace{2cm}}$

$5 \times 10 = \underline{\hspace{2cm}}$

$6 \times 0 = \underline{\hspace{2cm}}$

$6 \times 1 = \underline{\hspace{2cm}}$

$6 \times 2 = \underline{\hspace{2cm}}$

$6 \times 3 = \underline{\hspace{2cm}}$

$6 \times 4 = \underline{\hspace{2cm}}$

$6 \times 5 = \underline{\hspace{2cm}}$

$6 \times 6 = \underline{\hspace{2cm}}$

$6 \times 7 = \underline{\hspace{2cm}}$

$6 \times 8 = \underline{\hspace{2cm}}$

$6 \times 9 = \underline{\hspace{2cm}}$

$6 \times 10 = \underline{\hspace{2cm}}$

$7 \times 0 = \underline{\hspace{2cm}}$

$7 \times 1 = \underline{\hspace{2cm}}$

$7 \times 2 = \underline{\hspace{2cm}}$

$7 \times 3 = \underline{\hspace{2cm}}$

$7 \times 4 = \underline{\hspace{2cm}}$

$7 \times 5 = \underline{\hspace{2cm}}$

$7 \times 6 = \underline{\hspace{2cm}}$

$7 \times 7 = \underline{\hspace{2cm}}$

$7 \times 8 = \underline{\hspace{2cm}}$

$7 \times 9 = \underline{\hspace{2cm}}$

$7 \times 10 = \underline{\hspace{2cm}}$

2 Find the product.

$5 \times 6 = \underline{\hspace{2cm}}$

$5 \times 2 = \underline{\hspace{2cm}}$

$5 \times 1 = \underline{\hspace{2cm}}$

$5 \times 8 = \underline{\hspace{2cm}}$

$5 \times 0 = \underline{\hspace{2cm}}$

$5 \times 3 = \underline{\hspace{2cm}}$

$5 \times 10 = \underline{\hspace{2cm}}$

$5 \times 7 = \underline{\hspace{2cm}}$

$5 \times 5 = \underline{\hspace{2cm}}$

$5 \times 4 = \underline{\hspace{2cm}}$

$5 \times 9 = \underline{\hspace{2cm}}$

$6 \times 4 = \underline{\hspace{2cm}}$

$6 \times 10 = \underline{\hspace{2cm}}$

$6 \times 0 = \underline{\hspace{2cm}}$

$6 \times 3 = \underline{\hspace{2cm}}$

$6 \times 1 = \underline{\hspace{2cm}}$

$6 \times 6 = \underline{\hspace{2cm}}$

$6 \times 5 = \underline{\hspace{2cm}}$

$6 \times 8 = \underline{\hspace{2cm}}$

$6 \times 2 = \underline{\hspace{2cm}}$

$6 \times 7 = \underline{\hspace{2cm}}$

$6 \times 9 = \underline{\hspace{2cm}}$

$7 \times 8 = \underline{\hspace{2cm}}$

$7 \times 1 = \underline{\hspace{2cm}}$

$7 \times 9 = \underline{\hspace{2cm}}$

$7 \times 0 = \underline{\hspace{2cm}}$

$7 \times 2 = \underline{\hspace{2cm}}$

$7 \times 10 = \underline{\hspace{2cm}}$

$7 \times 6 = \underline{\hspace{2cm}}$

$7 \times 3 = \underline{\hspace{2cm}}$

$7 \times 5 = \underline{\hspace{2cm}}$

$7 \times 4 = \underline{\hspace{2cm}}$

$7 \times 7 = \underline{\hspace{2cm}}$

3 Find each product.

a. 7×7

b. 5×6

c. 6×4

d. 7×3

e. 6×8

f. 7×10

g. 6×5

h. 5×2

i. 5×8

j. 5×4

k. 5×1

l. 5×9

m. 7×4

n. 5×7

o. 6×6

p. 6×7

q. 6×9

r. 7×8

s. 7×5

t. 7×2

u. 5×5

v. 7×0

w. 6×3

x. 7×6

y. 7×9

z. 5×3

4 Find the result.

a. 10
 $\times 5$

b. 10
 $\times 7$

c. 2
 $\times 5$

d. 5
 $\times 5$

e. 5
 $\times 6$

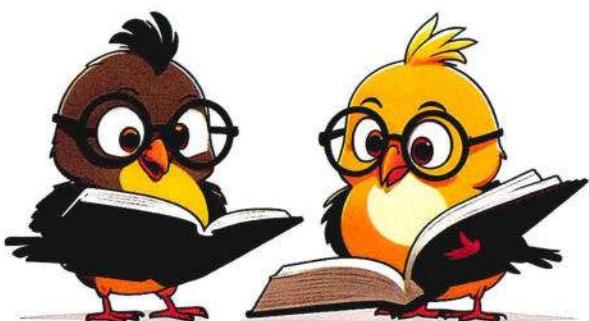
f. 3
 $\times 5$

g. 8
 $\times 7$

h. 10
 $\times 6$

i. 7
 $\times 5$

j. 6
 $\times 7$



5 Put "> , = or <".

- a. 5×5 6×6
- c. 7×3 6×5
- e. 5×8 7×4
- g. 6×6 6×5
- i. 6×9 7×7
- k. 6×8 7×7
- m. 7×0 $7 + 0$
- o. 5×5 6×4
- q. 6×1 7×0
- s. 7×6 6×7
- u. $7 + 5$ 5×6

6×6

6×5

7×4

6×5

7×7

7×7

$7 + 0$

6×4

7×0

6×7

5×6

$b. 5 \times 7$

$d. 5 + 5$

$f. 7 \times 5$

$h. 5 \times 7$

$j. 6 \times 4$

$l. 5 + 5$

$n. 6 \times 8$

$p. 7 \times 10$

$r. 5 \times 9$

$t. 7 + 7 + 7 + 7$

$v. 11 + 9$

5×8

5×5

5×3

7×3

5×7

5×2

7×9

6×9

7×8

7×7

5×4

6 Choose the correct answer.

- a. $5 \times 6 =$ _____ $(3 \times 10 \text{ or } 4 \times 10 \text{ or } 6 \times 6 \text{ or } 7 \times 9)$
- b. $6 \times 7 >$ _____ $(63 \text{ or } 72 \text{ or } 27 \text{ or } 100)$
- c. $4 \times 7 >$ _____ $(8 \times 3 \text{ or } 4 \times 10 \text{ or } 9 \times 5 \text{ or } 6 \times 10)$
- d. $7 \times 5 =$ _____ $(53 \text{ or } 42 \text{ or } 35 \text{ or } 12)$
- e. $7 \times 1 =$ _____ + 7 $(0 \text{ or } 1 \text{ or } 2 \text{ or } 3)$
- f. $0 \times 6 =$ _____ $(1 + 1 \text{ or } 1 - 1 \text{ or } 1 \times 1 \text{ or } 8)$
- g. $5 \times 9 =$ _____ $(19 \text{ or } 40 + 5 \text{ or } 54 \text{ or } 14)$
- h. All the following equals to 30 except _____ $(5 \times 6 \text{ or } 3 \times 10 \text{ or } 3 + 10 \text{ or } 6 \times 5)$
- i. All the following are equal to 28 except _____ $(6 \times 4 \text{ or } 4 \times 7 \text{ or } 7 \times 4 \text{ or } 2 \text{ tens and } 8 \text{ ones})$
- j. Which of the following is equal to 48 ? $(5 \times 8 \text{ or } 7 \times 8 \text{ or } 6 \times 8 \text{ or } 8 + 8 + 8 + 8)$
- k. Which of the following is equal to 40 ? $(6 \times 7 \text{ or } 7 \times 5 \text{ or } 5 \times 8 \text{ or } 4 \times 9)$

7 Match.

a. 4×9

b. 0×6

c. 2×9

d. 6×1

e. 6×4

1. 7×0

2. 6×6

3. 3×6

4. $20 + 4$

5. $6 + 0$

8 Put (✓) to the correct statement or (✗) to the incorrect statement.

a. $5 \times 8 = 4 \times 10 = 40$ ()

b. $6 \times 7 < 5 \times 8$ ()

c. $5 + 5 + 5 = 5 \times 3 = 15$ ()

d. $7 \times 1 = 7 + 0$ ()

e. $7 \times 0 = 0 \times 5$ ()

f. $7 \times 5 > 5 \times 6$ ()

g. $7 \times 6 = 40 + 2$ ()

h. $6 + 6 + 6 + 6 + 6 + 6 = 6 \times 6 = 66$ ()

i. $7 \times 9 = 36$ ()

j. $6 \times 5 = 3 \times 10$ ()

k. $6 \times 9 < 6 \times 10$ ()

l. $7 + 7 + 7 + 7 + 7 + 7 + 7 > 7 \times 6$ ()

**9** Use the chart. Choose yes or no.

a. Is 15 a multiple of 5?

Yes

No

b. Is 70 a multiple of 5?

Yes

No

c. Is 54 a multiple of 7?

Yes

No

d. Is 63 a multiple of 7?

Yes

No

e. Is 6 a multiple of 6?

Yes

No

f. Is 1 a multiple of 6?

Yes

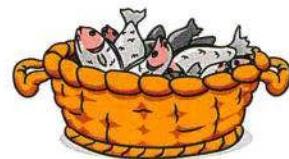
No

10 Word problems.

a. If the weight of one fish is 2 kg.

Find the weight of 6 fish.

The weight of 6 fish = _____ = _____ kg.



b. The pupils of one of the third primary classes

stood in 5 lines with 8 pupils in each line.

How many pupils are there in this class ?

Number of the pupils = _____ = _____ pupils.



c. Aly bought 7 bars of chocolate for 4 pounds each.

How much money did Aly pay ?

Aly paid = _____ = _____ pounds.

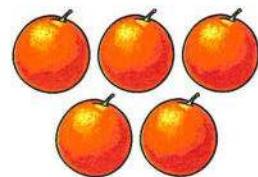


d. Nagwa bought 5 bags of oranges and each bag

contains 9 oranges.

How many oranges did Nagwa buy ?

The number of oranges = _____ = _____ oranges.



11 Use the chart.

a. Write the first three common multiples of 5 and 6.

b. Write the first three common multiples of 5 and 7.

Challenge



12 How many common multiples of 5 , 6 and 7 are there up to 120 ?

(You can use a 120 chart).



Lesson 4B

Multiples of 8 , 9 and 10



Learn 1 Multiples of 8 , 9 and 10

- You can get multiples of 8 , 9 or 10 by skip counting by this number using a 120 chart.

For example :

To find 8×9

start at 8 and shade
9 boxes after skip
counting by 8

You will land on 72

So, $8 \times 9 = 72$

111	112	113	114	115	116	117	118	119	120
101	102	103	104	105	106	107	108	109	110
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

Also :

To find 10×8

start at 10 and
shade 8 boxes after
skip counting by 10
You will land on 80

So, $10 \times 8 = 80$

Multiples of 8

Start from 8
and skip counting by 8

$$\begin{array}{rcl} 8 \times 1 & = & 8 \\ 8 \times 2 & = & 16 \\ 8 \times 3 & = & 24 \\ 8 \times 4 & = & 32 \\ 8 \times 5 & = & 40 \\ 8 \times 6 & = & 48 \\ 8 \times 7 & = & 56 \\ 8 \times 8 & = & 64 \\ 8 \times 9 & = & 72 \\ 8 \times 10 & = & 80 \end{array}$$



Multiples of 8 song



Multiples of 9

Start from 9
and skip counting by 9



Multiples of 9 song



Multiples of 10

Start from 10
and skip counting by 10

$$\begin{array}{rcl} 10 \times 1 & = & 10 \\ 10 \times 2 & = & 20 \\ 10 \times 3 & = & 30 \\ 10 \times 4 & = & 40 \\ 10 \times 5 & = & 50 \\ 10 \times 6 & = & 60 \\ 10 \times 7 & = & 70 \\ 10 \times 8 & = & 80 \\ 10 \times 9 & = & 90 \\ 10 \times 10 & = & 100 \end{array}$$



Check



Use the chart. Find each product.

$8 \times 7 = \underline{\quad}$

$9 \times 9 = \underline{\quad}$

$10 \times 3 = \underline{\quad}$

$8 \times 5 = \underline{\quad}$

$8 \times 8 = \underline{\quad}$

$7 \times 10 = \underline{\quad}$

$6 \times 9 = \underline{\quad}$

$9 \times 8 = \underline{\quad}$

Notes for parents

- Help your child discover that the ones digit for the multiples of 10 is 0.



Learn 2 Common multiples of 5 and 10

- Using a 120 chart.
- Draw a circle around each multiple of 5 and a triangle on each multiple of 10 on this chart up to 60.
- Which numbers are marked twice on the chart ?
 - The numbers are 10, 20, 30, 40, 50 and 60
 - These numbers are common multiples of 5 and 10
- What do you notice about these numbers ?
 - The ones digit is 0

111	112	113	114	115	116	117	118	119	120
101	102	103	104	105	106	107	108	109	110
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10



Check

Circle the multiples of 5 and underline the multiples of 10, then deduce the common multiples of 5 and 10.

15	50	55	65	70	25
40	105	110	90	85	30

- Multiples of 5 are _____
- Multiples of 10 are _____
- The common multiples of 5 and 10 are _____

Exercise

13

On Lesson 4 B

Multiples of 8 , 9 and 10

1 Find the product.

$8 \times 0 = \underline{\hspace{2cm}}$

$8 \times 1 = \underline{\hspace{2cm}}$

$8 \times 2 = \underline{\hspace{2cm}}$

$8 \times 3 = \underline{\hspace{2cm}}$

$8 \times 4 = \underline{\hspace{2cm}}$

$8 \times 5 = \underline{\hspace{2cm}}$

$8 \times 6 = \underline{\hspace{2cm}}$

$8 \times 7 = \underline{\hspace{2cm}}$

$8 \times 8 = \underline{\hspace{2cm}}$

$8 \times 9 = \underline{\hspace{2cm}}$

$8 \times 10 = \underline{\hspace{2cm}}$

$9 \times 0 = \underline{\hspace{2cm}}$

$9 \times 1 = \underline{\hspace{2cm}}$

$9 \times 2 = \underline{\hspace{2cm}}$

$9 \times 3 = \underline{\hspace{2cm}}$

$9 \times 4 = \underline{\hspace{2cm}}$

$9 \times 5 = \underline{\hspace{2cm}}$

$9 \times 6 = \underline{\hspace{2cm}}$

$9 \times 7 = \underline{\hspace{2cm}}$

$9 \times 8 = \underline{\hspace{2cm}}$

$9 \times 9 = \underline{\hspace{2cm}}$

$9 \times 10 = \underline{\hspace{2cm}}$

$10 \times 0 = \underline{\hspace{2cm}}$

$10 \times 1 = \underline{\hspace{2cm}}$

$10 \times 2 = \underline{\hspace{2cm}}$

$10 \times 3 = \underline{\hspace{2cm}}$

$10 \times 4 = \underline{\hspace{2cm}}$

$10 \times 5 = \underline{\hspace{2cm}}$

$10 \times 6 = \underline{\hspace{2cm}}$

$10 \times 7 = \underline{\hspace{2cm}}$

$10 \times 8 = \underline{\hspace{2cm}}$

$10 \times 9 = \underline{\hspace{2cm}}$

$10 \times 10 = \underline{\hspace{2cm}}$

2 Find the result.

$8 \times 3 = \underline{\hspace{2cm}}$

$8 \times 5 = \underline{\hspace{2cm}}$

$8 \times 9 = \underline{\hspace{2cm}}$

$8 \times 0 = \underline{\hspace{2cm}}$

$8 \times 7 = \underline{\hspace{2cm}}$

$8 \times 2 = \underline{\hspace{2cm}}$

$8 \times 4 = \underline{\hspace{2cm}}$

$8 \times 6 = \underline{\hspace{2cm}}$

$8 \times 8 = \underline{\hspace{2cm}}$

$8 \times 1 = \underline{\hspace{2cm}}$

$8 \times 10 = \underline{\hspace{2cm}}$

$9 \times 8 = \underline{\hspace{2cm}}$

$9 \times 2 = \underline{\hspace{2cm}}$

$9 \times 6 = \underline{\hspace{2cm}}$

$9 \times 10 = \underline{\hspace{2cm}}$

$9 \times 4 = \underline{\hspace{2cm}}$

$9 \times 0 = \underline{\hspace{2cm}}$

$9 \times 7 = \underline{\hspace{2cm}}$

$9 \times 3 = \underline{\hspace{2cm}}$

$9 \times 9 = \underline{\hspace{2cm}}$

$9 \times 5 = \underline{\hspace{2cm}}$

$9 \times 1 = \underline{\hspace{2cm}}$

$10 \times 0 = \underline{\hspace{2cm}}$

$10 \times 3 = \underline{\hspace{2cm}}$

$10 \times 6 = \underline{\hspace{2cm}}$

$10 \times 9 = \underline{\hspace{2cm}}$

$10 \times 1 = \underline{\hspace{2cm}}$

$10 \times 4 = \underline{\hspace{2cm}}$

$10 \times 7 = \underline{\hspace{2cm}}$

$10 \times 5 = \underline{\hspace{2cm}}$

$10 \times 2 = \underline{\hspace{2cm}}$

$10 \times 8 = \underline{\hspace{2cm}}$

$10 \times 10 = \underline{\hspace{2cm}}$

Play game



3 Find each product.

a. 8×7

b. 9×6

c. 10×4

d. 8×0

e. 9×5

f. 10×10

g. 8×2

h. 9×9

i. 10×6

j. 8×4

k. 9×1

l. 10×7

m. 8×1

n. 9×8

o. 8×3

p. 9×4

q. 8×8

r. 10×8

s. 8×10

t. 9×7

u. 8×5

v. 8×9

w. 8×6

x. 10×5

y. 10×9

z. 10×3

4 Find the product.

a.
$$\begin{array}{r} 10 \\ \times 4 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 10 \\ \times 10 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 2 \\ \times 10 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 3 \\ \times 10 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

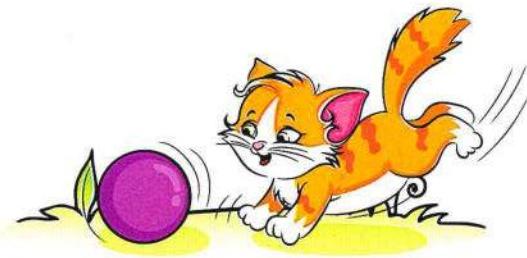
h.
$$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 1 \\ \times 10 \\ \hline \end{array}$$

j.
$$\begin{array}{r} 4 \\ \times 10 \\ \hline \end{array}$$

k.
$$\begin{array}{r} 9 \\ \times 10 \\ \hline \end{array}$$

l.
$$\begin{array}{r} 10 \\ \times 8 \\ \hline \end{array}$$



5 Put "> , = or <".

a. 9×5	<input type="radio"/>	8×6	b. 9×7	<input type="radio"/>	8×8
c. 10×3	<input type="radio"/>	9×5	d. $8 + 9$	<input type="radio"/>	8×9
e. 8×8	<input type="radio"/>	10×4	f. 10×5	<input type="radio"/>	5×10
g. 8×5	<input type="radio"/>	5×8	h. 9×6	<input type="radio"/>	8×5
i. 9×4	<input type="radio"/>	8×7	j. 9×0	<input type="radio"/>	8×0
k. 9×9	<input type="radio"/>	8×7	l. 9×4	<input type="radio"/>	10×7
m. 8×0	<input type="radio"/>	8×1	n. 7×7	<input type="radio"/>	8×6
o. 8×8	<input type="radio"/>	$8 + 8$	p. 9×0	<input type="radio"/>	$9 + 0$
q. 9×8	<input type="radio"/>	10×9	r. 10×4	<input type="radio"/>	8×5
s. 8×10	<input type="radio"/>	9×9	t. 6×9	<input type="radio"/>	7×7
u. 9×3	<input type="radio"/>	3×9	v. 9×6	<input type="radio"/>	9×7
w. $8 + 8 + 8 + 8$	<input type="radio"/>	8×8	x. $9 + 9 + 9 + 9$	<input type="radio"/>	9×4
y. $7 + 11$	<input type="radio"/>	9×2	z. $3 + 9$	<input type="radio"/>	9×3

6 Choose the correct answer.

- a. $8 \times 5 =$ _____ $(3 \times 10$ or 4×10 or 6×6 or $7 \times 9)$
- b. $9 \times 6 >$ _____ $(54$ or 72 or 43 or $90)$
- c. $8 \times 7 <$ _____ $(8 \times 3$ or 4×10 or 9×5 or $6 \times 10)$
- d. $5 \times 10 =$ _____ $(10 + 10 + 10$ or $10 + 10 + 10 + 10$ or $10 + 10 + 10 + 10 + 10$ or $10 + 10)$
- e. $9 \times 5 =$ _____ $(54$ or 45 or 95 or $14)$
- f. $8 \times 9 = 70 +$ _____ $(1$ or 2 or 3 or $4)$
- g. $1 \times 8 =$ _____ + 8 $(0$ or 1 or 2 or $3)$
- h. $8 \times 0 =$ _____ $(1 + 1$ or $1 - 1$ or 1×1 or $8)$
- i. $10 \times 9 =$ _____ $(19$ or $10 + 9$ or 91 or $90)$
- j. All the following are equal to 40 except _____ $(8 \times 5$ or 10×4 or $10 + 30$ or $0 \times 12)$

k. All the following are equal to 36 except _____

(9×4 or 6×6 or 3×10 or 3 tens and 6 ones)

l. Which of the following is equal to 90?

(9×9 or 9×10 or 9×5 or $9 + 9 + 9 + 9 + 9 + 9 + 9$)

m. Which of the following is equal to zero?

(8×1 or 10×1 or 8×0 or 9×1)

7 Join the equal results.

a. $10 \circlearrowleft 4$

b. $4 \circlearrowleft 5$

c. $2 \circlearrowleft 5$

d. $5 \circlearrowleft 6$

e. $10 \circlearrowleft 5$

1. $3 \circlearrowleft 10$

2. $5 \circlearrowleft 10$

3. $10 \circlearrowleft 2$

4. $8 \circlearrowleft 5$

5. $10 \circlearrowleft 1$

8 Put (✓) to the correct statement or (✗) to the incorrect statement.

a. $8 \times 5 = 4 \times 10 = 40$ ()



b. $9 \times 7 < 8 \times 8$ ()

c. $8 + 8 + 8 + 8 + 8 = 8 \times 7 = 56$ ()

d. $9 \times 9 = 9 + 9$ ()

e. $10 \times 0 = 0 \times 8$ ()

f. $8 \times 8 > 10 \times 6$ ()

g. $9 \times 6 = 40 + 5$ ()

h. $10 + 10 + 10 = 10 \times 3 = 30$ ()

i. $8 \times 9 = 27$ ()

j. $8 \times 10 = 9 \times 9$ ()

k. $10 \times 9 < 8 \times 9$ ()

l. $7 + 7 + 7 + 7 = 9 \times 3$ ()

m. $9 \times 0 = 8 + 1$ ()

n. $72 = 9 \times 8 = 8 \times 9$ ()

9 Use the chart.

- a. Write three common multiples of 5 and 10 greater than 63 and smaller than 98
-
-
-

- b. Write three common multiples of 5 and 10 greater than 99 and smaller than 125
-
-
-

- c. Write three common multiples of 5 and 10 less than 100
-
-
-

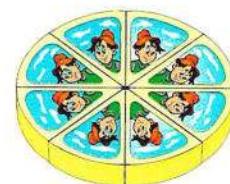
10 Word problems.

- a. A box of spread cheese has 8 pieces.

What is the number of pieces in 9 boxes ?

The number of pieces in 9 boxes

$$= \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ pieces.}$$



- b. Wael bought ten books for 9 pounds each.

What is the price of all books ?

$$\text{The price of all books} = \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ pounds.}$$

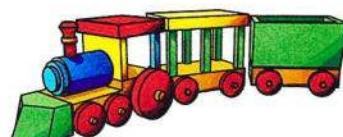


- c. There are eight carriages in each toy train.

How many carriages are there in six trains ?

$$\text{The number of carriages} = \underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}} \text{ carriages.}$$

**Challenge**

- 11** Heba says that 37 is a multiple of 10 because the digits 3 and 7 add to 10.

Do you agree ? Explain.



Review on the Multiples

1 Find the result.

1. $4 \times 7 = \underline{\hspace{2cm}}$

2. $9 \times 5 = \underline{\hspace{2cm}}$

3. $7 \times 9 = \underline{\hspace{2cm}}$

4. $8 \times 8 = \underline{\hspace{2cm}}$

5. $3 \times 8 = \underline{\hspace{2cm}}$

6. $6 \times 5 = \underline{\hspace{2cm}}$

7. $4 \times 9 = \underline{\hspace{2cm}}$

8. $8 \times 6 = \underline{\hspace{2cm}}$

9. $5 \times 8 = \underline{\hspace{2cm}}$

10. $9 \times 8 = \underline{\hspace{2cm}}$

11. $6 \times 4 = \underline{\hspace{2cm}}$

12. $1 \times 6 = \underline{\hspace{2cm}}$

13. $9 \times 0 = \underline{\hspace{2cm}}$

14. $6 \times 8 = \underline{\hspace{2cm}}$

15. $9 \times 9 = \underline{\hspace{2cm}}$

16. $7 \times 5 = \underline{\hspace{2cm}}$

17. $3 \times 6 = \underline{\hspace{2cm}}$

18. $8 \times 7 = \underline{\hspace{2cm}}$

19. $6 \times 9 = \underline{\hspace{2cm}}$

20. $5 \times 6 = \underline{\hspace{2cm}}$

21. $9 \times 7 = \underline{\hspace{2cm}}$

22. $6 \times 7 = \underline{\hspace{2cm}}$

23. $2 \times 8 = \underline{\hspace{2cm}}$

24. $10 \times 5 = \underline{\hspace{2cm}}$

25. $4 \times 8 = \underline{\hspace{2cm}}$

26. $5 \times 9 = \underline{\hspace{2cm}}$

27. $7 \times 7 = \underline{\hspace{2cm}}$

28. $10 \times 9 = \underline{\hspace{2cm}}$

29. $7 \times 8 = \underline{\hspace{2cm}}$

30. $9 \times 6 = \underline{\hspace{2cm}}$

31. $0 \times 8 = \underline{\hspace{2cm}}$

32. $5 \times 7 = \underline{\hspace{2cm}}$

33. $6 \times 6 = \underline{\hspace{2cm}}$

34. $8 \times 9 = \underline{\hspace{2cm}}$

35. $7 \times 4 = \underline{\hspace{2cm}}$

36. $1 \times 3 = \underline{\hspace{2cm}}$

37. $4 \times 6 = \underline{\hspace{2cm}}$

38. $3 \times 7 = \underline{\hspace{2cm}}$

39. $9 \times 4 = \underline{\hspace{2cm}}$

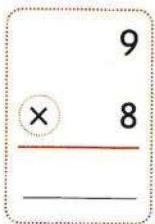
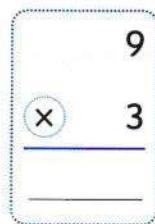
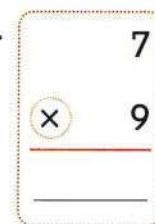
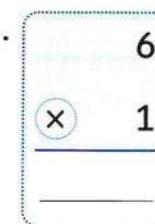
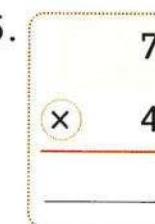
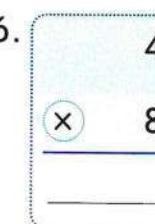
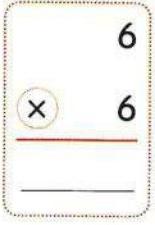
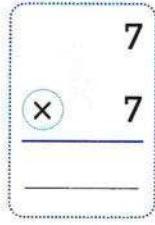
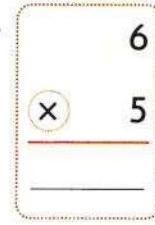
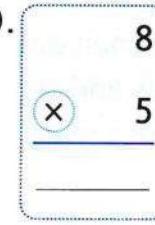
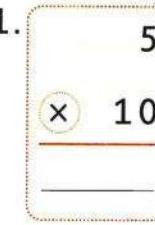
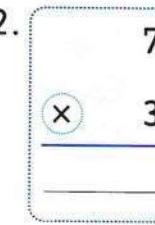
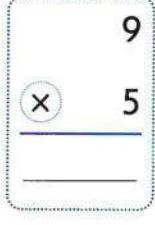
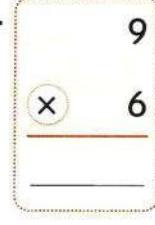
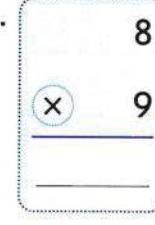
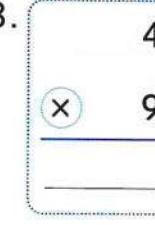
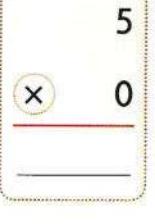
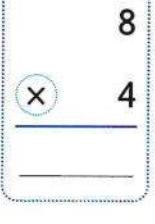
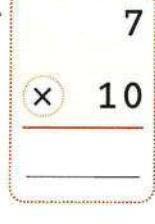
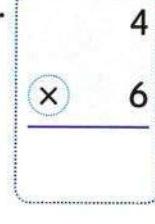
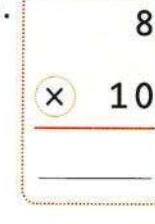
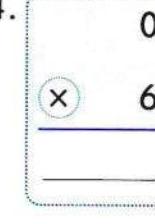
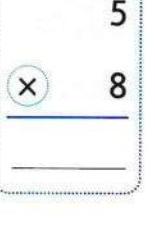
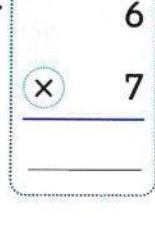
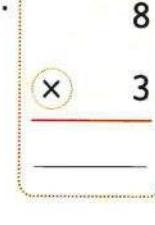
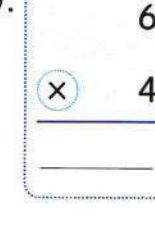
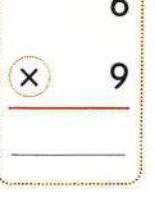
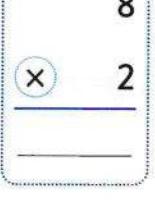
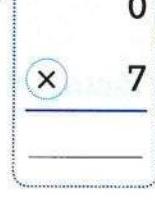
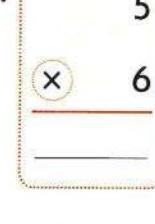
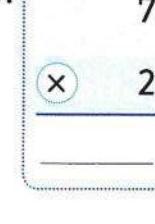
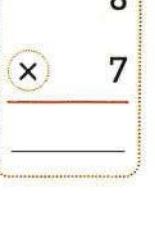
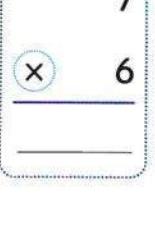
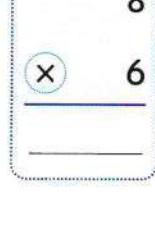
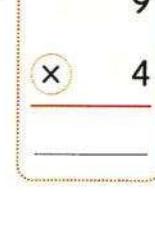
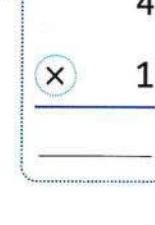
40. $5 \times 5 = \underline{\hspace{2cm}}$

41. $10 \times 7 = \underline{\hspace{2cm}}$

42. $10 \times 3 = \underline{\hspace{2cm}}$



2 Find the result.

1.  9×8
2.  9×3
3.  7×9
4.  6×1
5.  7×4
6.  4×8
7.  6×6
8.  7×7
9.  6×5
10.  8×5
11.  5×10
12.  7×3
13.  7×5
14.  9×5
15.  9×6
16.  8×9
17.  9×7
18.  4×9
19.  5×0
20.  8×4
21.  7×10
22.  4×6
23.  8×10
24.  0×6
25.  5×4
26.  5×8
27.  6×3
28.  6×7
29.  8×3
30.  6×4
31.  6×9
32.  8×2
33.  5×7
34.  0×7
35.  5×6
36.  7×2
37.  8×7
38.  7×6
39.  9×9
40.  8×6
41.  9×4
42.  4×1

Lesson

5

Factors of a number using arrays



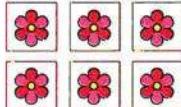
Learn

- Factor pair is a group of two numbers we multiply to get a product.
- Four friends Bassem, Mina, Hanan and Mariam. Each one has 6 identical cards and arranged them in rows of equal number of cards.

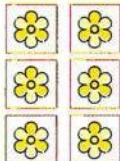
Bassem could arrange them in 1 row of 6 cards.



Mina could arrange them in 2 rows of 3 cards.



Hanan could arrange them in 3 rows of 2 cards.

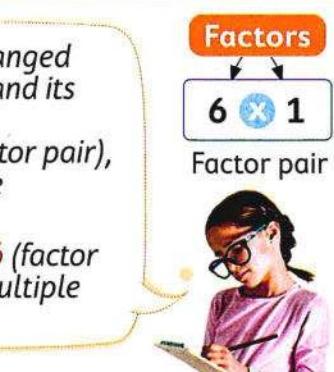
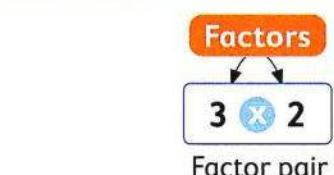
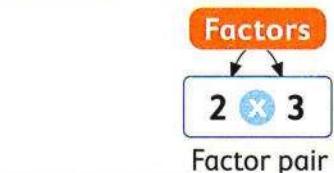
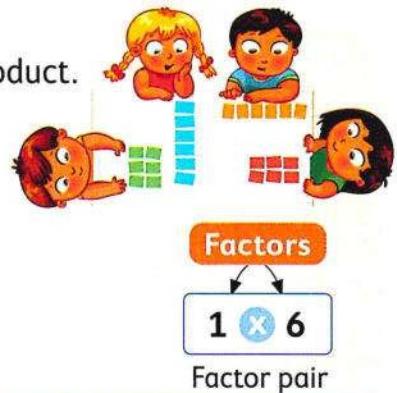


Mariam could arrange them in 6 rows of 1 card.



So, the number 6 can be arranged in different ways into arrays and its factors are 1, 2, 3 and 6.

- 2 and 3 are factors of 6 (factor pair), and 6 is a common multiple of both 2 and 3.
- 1 and 6 also are factors of 6 (factor pair), and 6 is a common multiple of both 1 and 6.



Check

Write each factor pair and the factors of each number.

8

— × —	— × —
— × —	— × —

Factors are _____

14

— × —	— × —
— × —	— × —

Factors are _____

Exercise

14

On Lesson 5

Factors of a number using arrays

From the school book

- 1 Write each factor pair and the factors of each number.

a.

16

— x —	— x —
— x —	— x —
— x —	

Factors are _____

b.

12

— x —	— x —
— x —	— x —
— x —	— x —

Factors are _____

c.

18

— x —	— x —
— x —	— x —
— x —	— x —

Factors are _____

d.

20

— x —	— x —
— x —	— x —
— x —	— x —

Factors are _____

e.

6

— x —	— x —
— x —	— x —

Factors are _____

f.

15

— x —	— x —
— x —	— x —

Factors are _____

g.

9

— x —	— x —
— x —	

Factors are _____

h.

7

— x —	— x —
-------	-------

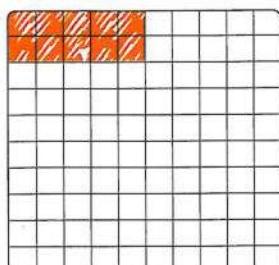
Factors are _____

Hint

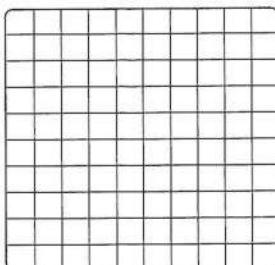
You can use beans or buttons to make different arrays to find factor pairs

2 How many different arrays can you make with the given number ?
Color the grids to show your work.

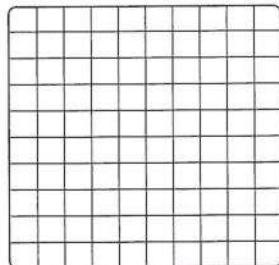
a. 10



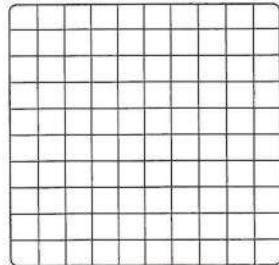
$$2 \times 5$$



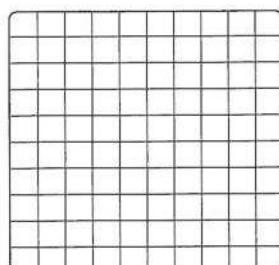
b. 8



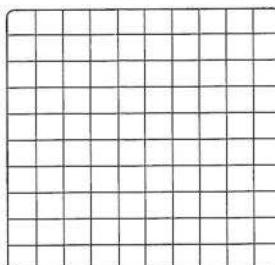
$$\square \quad \square$$



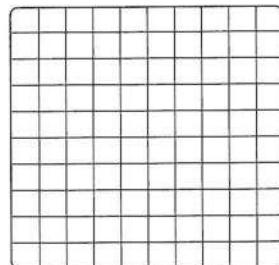
$$\square \quad \square$$



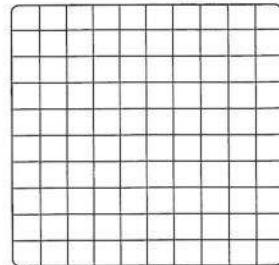
$$\square \quad \square$$



$$\square \quad \square$$

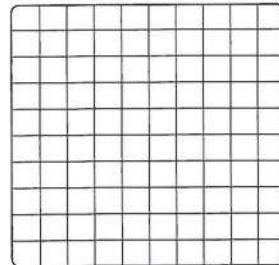


$$\square \quad \square$$

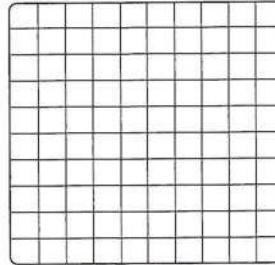


$$\square \quad \square$$

c. 12

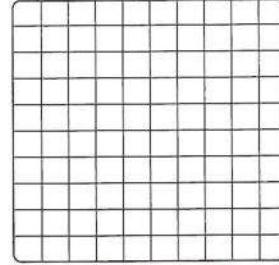


$$\square \quad \square$$

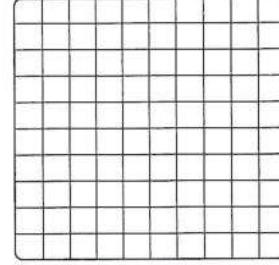


$$\square \quad \square$$

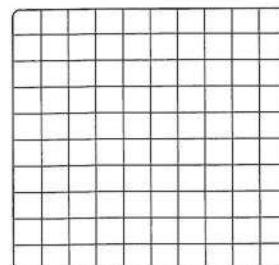
d. 15



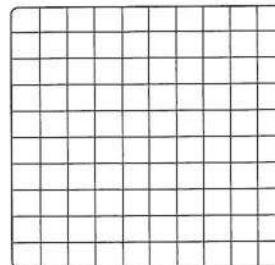
$$\square \quad \square$$



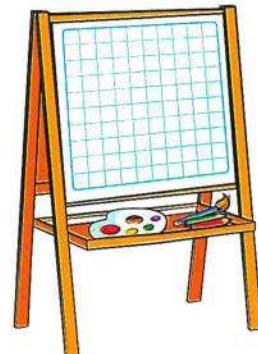
$$\square \quad \square$$



$$\square \quad \square$$



$$\square \quad \square$$



3 Complete.

- a. The number 6 has _____ factors.
c. The number 10 has _____ factors.
e. The number 5 has _____ factors.
g. The number 16 has _____ factors.
- b. The number 11 has _____ factors.
d. The number 12 has _____ factors.
f. The number 18 has _____ factors.
h. The number 20 has _____ factors.

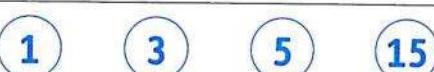
4 Complete using the given numbers. Use every number more than one time.

a.



$\underline{\quad} \times \underline{\quad} = 14$

b.



$\underline{\quad} \times \underline{\quad} = 15$

c.



$\underline{\quad} \times \underline{\quad} = 21$

d.



$\underline{\quad} \times \underline{\quad} = 16$

Challenge

5 a. Which number does not have one factor pair? _____

b. Write three numbers where the number of the factors of each is two.

 $\underline{\quad}, \underline{\quad} \text{ and } \underline{\quad}$ 
Place
a smiley
face

Lessons 6 & 7

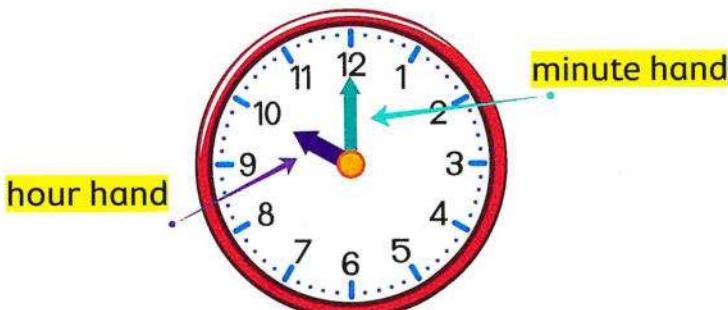
- Time
- Applications on time



Remember

There are **60** minutes in **1** hour.

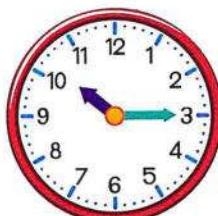
Analog clock



Digital clock



It is **10 o'clock**



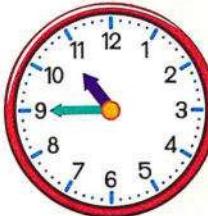
10:15

It is **quarter past 10**



10:30

It is **half past 10**



10:45

It is **quarter to 11**

Check



Write the time in two ways.



_____ : _____

It's _____



_____ : _____

It's _____



_____ : _____

It's _____



_____ : _____

It's _____

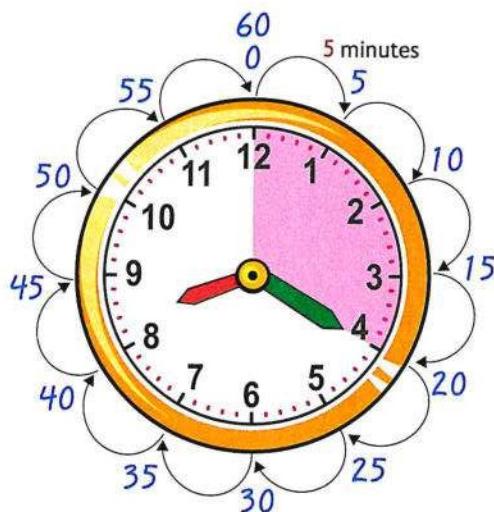


Learn 1 Time to 5 minutes

It takes **5 minutes**

for the minute hand to move from one number to the next number on a clock face.

The time is **8:20**



Math tip
Skip count by **fives**
5, 10, 15, 20
(multiples of **5**).
You count 4 times.



Where does the minute hand point at 8 : 20 ? The minute hand points at the **4**

Check



Join.



- **02:55**

- **02:35**

- **02:50**

- **02:25**

- **02:40**

- Ask your child to count from 8 : 00 to 9 : 00 using 5-minutes intervals (8 : 00 , 8 : 05, 8 : 10, 8 : 15, and so on)



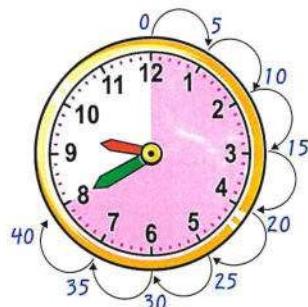
Learn 2 Elapsed time

Rasha started reading at 9:00

Start



Finish



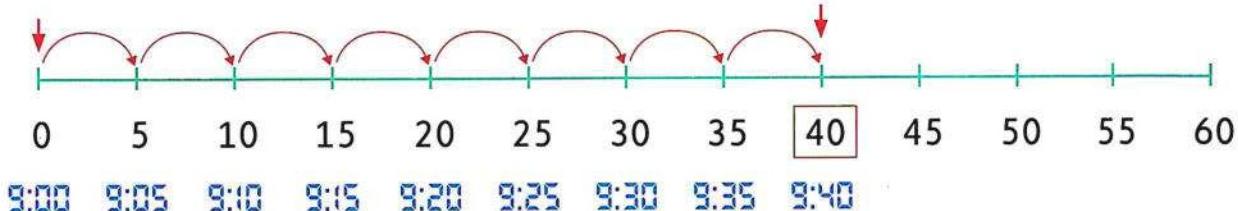
She finished reading at 9:40

For how long did she read ?

She read for 40 minutes.

Start time

End time



The elapsed time from 9:00 to 9:40 is 40 minutes.

Check

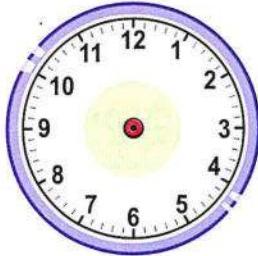


Youssef started swimming
at 5 : 00 and he finished
at 5 : 25

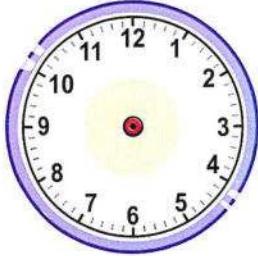


For how long did he swim ?

Start



Finish



Math tip

Count by fives.



He swam for _____ minutes.

Chapter 3

Lessons 6 & 7

126

- Point out the clock when it shows time to the hour. Ask your child to explain how a clock shows that an hour has gone by.

Exercise

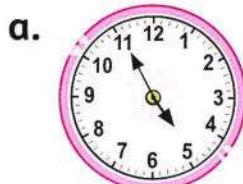
15

On Lessons 6 & 7

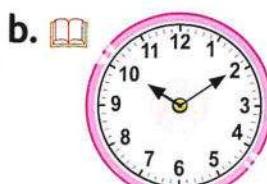
- Time
- Applications on time

From the school book

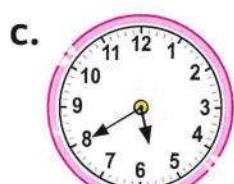
1 Write the time.



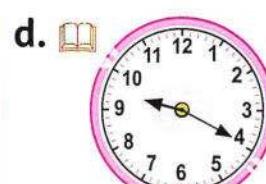
____ : ____



____ : ____



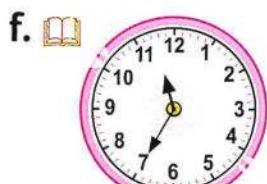
____ : ____



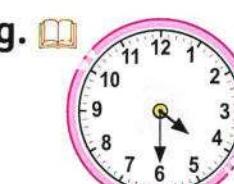
____ : ____



____ : ____



____ : ____

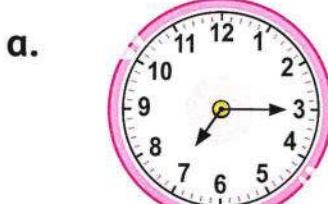


____ : ____



____ : ____

2 Write the time in two ways.



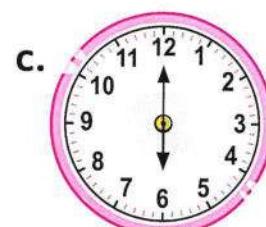
____ : ____

It's _____



____ : ____

It's _____



____ : ____

It's _____



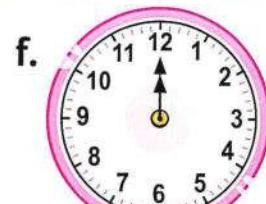
____ : ____

It's _____



____ : ____

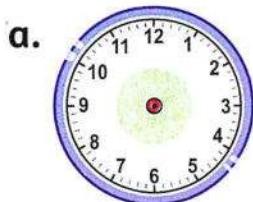
It's _____



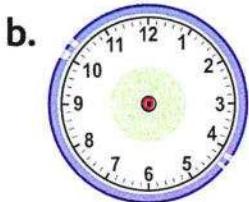
____ : ____

It's _____

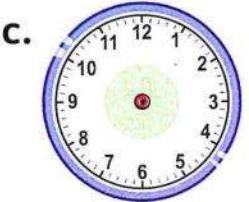
3 Draw the clock hands.



9:05



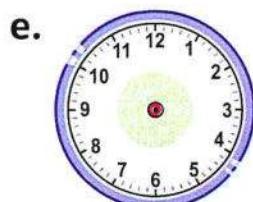
11:25



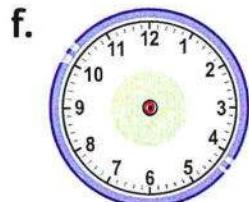
3:40



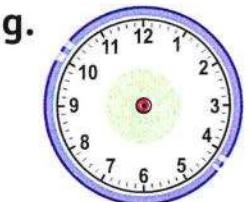
1:55



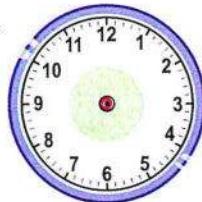
6:10



10:20

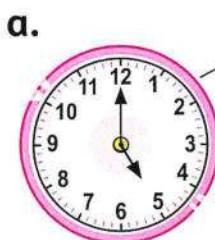


8:50

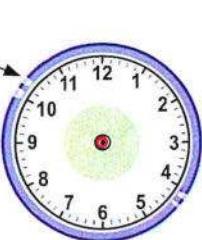


4:35

4 Draw the clock hands and write the time.

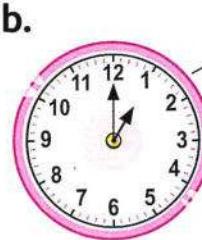


After
10 minutes

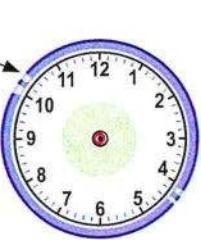


____ : ____

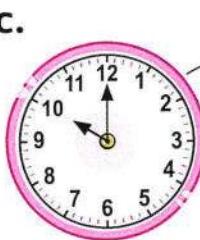
____ : ____



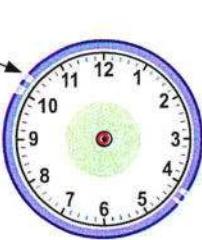
After
35 minutes



____ : ____



After
25 minutes

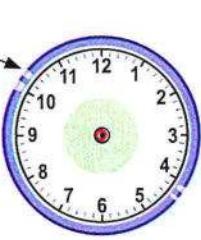


____ : ____

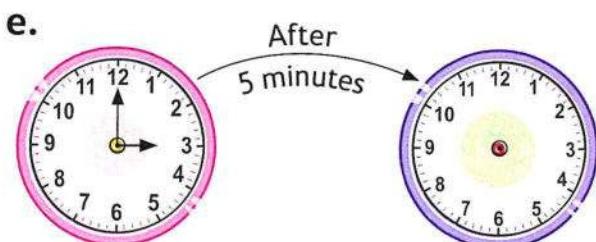
____ : ____



After
50 minutes

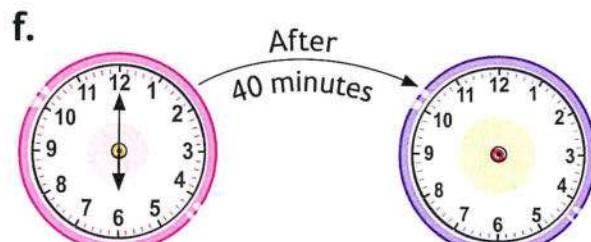


____ : ____



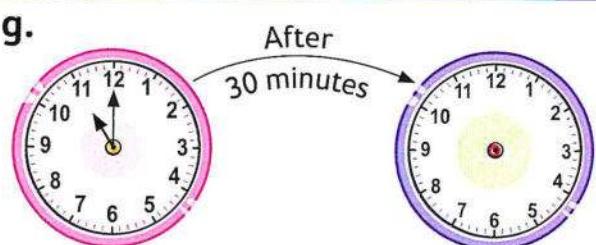
It is _____

____ : ____



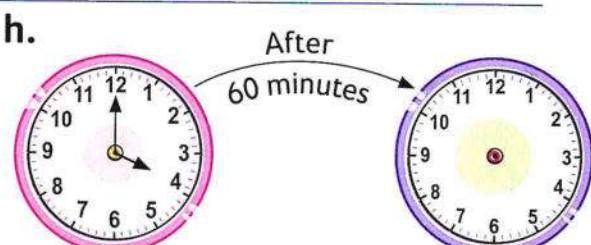
It is _____

____ : ____



It is _____

____ : ____



It is _____

____ : ____

5 If the start time is 03 : 00, answer as the example.

Example :

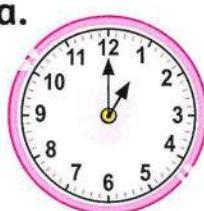
What number will the minute hand point
to when 35 minutes have passed ? 7



- a. What number will the minute hand point
to when 10 minutes have passed ? _____
- b. What number will the minute hand point
to when 25 minutes have passed ? _____
- c. What number will the minute hand point
to when 40 minutes have passed ? _____
- d. What number will the minute hand point
to when 5 minutes have passed ? _____
- e. What number will the minute hand point
to when 60 minutes have passed ? _____

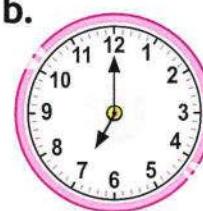
6 Calculate the elapsed time between the two clocks.

a.



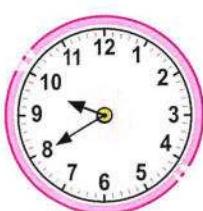
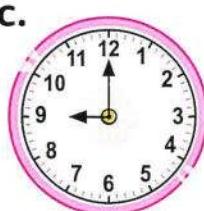
Elapsed time _____

b.



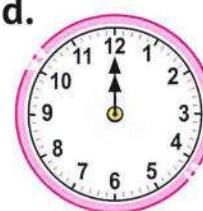
Elapsed time _____

c.



Elapsed time _____

d.



Elapsed time _____

e.



Elapsed time _____

f.



Elapsed time _____

g.



Elapsed time _____

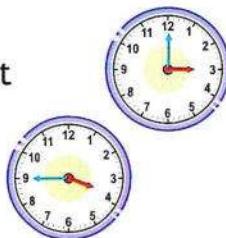
h.



Elapsed time _____

7 Answer the following.

a. A football match started at



The first round ended at



For how long did the first round take ?

The first round took _____ minutes.

b. Our English lesson started at

It finished at



For how long did English lesson take ?

English lesson took _____ minutes.

c. Your mom puts muffins in the oven at 7:00

When you take them out, the clock looks like this :



How many minutes did it take to bake the muffins ?

d. You leave school at 3:00 and when you get home the clock looks like this :

How many minutes did it take you to walk home ?



e. John wakes up at 7 o'clock.

He gets ready at



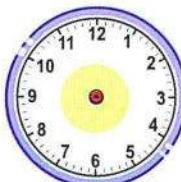
How many minutes does he take to get ready ?

He takes _____ minutes.

8 Draw the hands on the clock to show the time in each of the following.

a. Yara started playing tennis at 6:00

She played for 35 minutes.



What time did she finish ?

- b. If it takes you 45 minutes to walk home from school and you leave at 3:00,
what time will it be when you get home ?



- c. The train to Alexandria arrived at 9:00

It left the station 55 minutes earlier
to get to Alexandria.

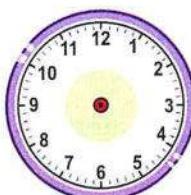


What time did the train leave the station ?

- d. A.T.V. show ended at 8:00

It lasted for half hour.

What time did the T.V. show start ?



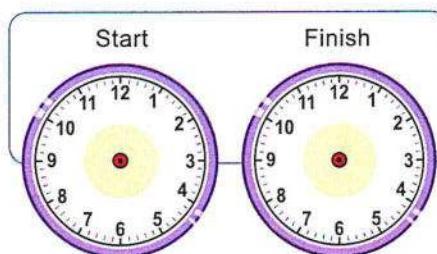
Challenge

- 9 Salma's piano lesson begins at 4:15

It lasts for 30 minutes.

At what time does her
lesson end ?

_____ : _____



Place
a smiley
face

Exercise

16

On Lessons 8 & 9

- Division
- Applications on division

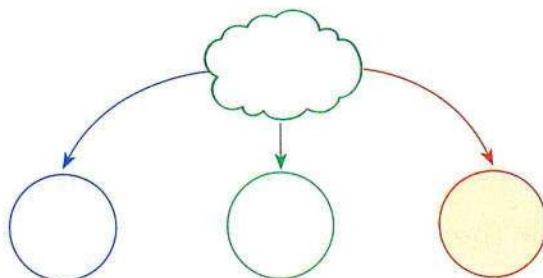
 From the school book

1 Draw to show equal groups. Fill in the part - part - whole model. Complete.

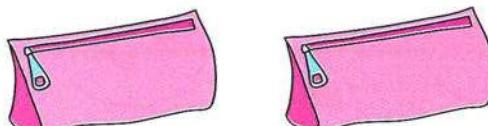
a. 9 coins divided among 3 money boxes.



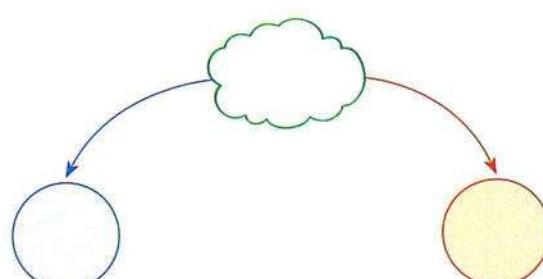
Each money box has _____ coins.



b. 6 pencils divided among 2 pencil cases.



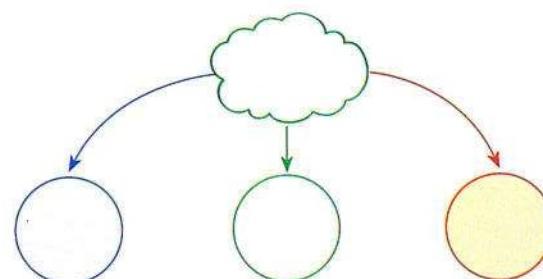
Each pencil case has _____ pencils.



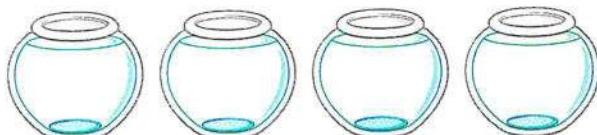
c. 12 oranges divided among 3 plates.



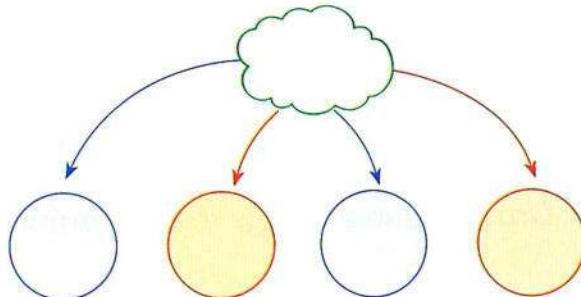
Each plate has _____ oranges.



d.  There are 16 fish that need to be placed in 4 bowls.



Each bowl has _____ fish.



Lessons
8 & 9

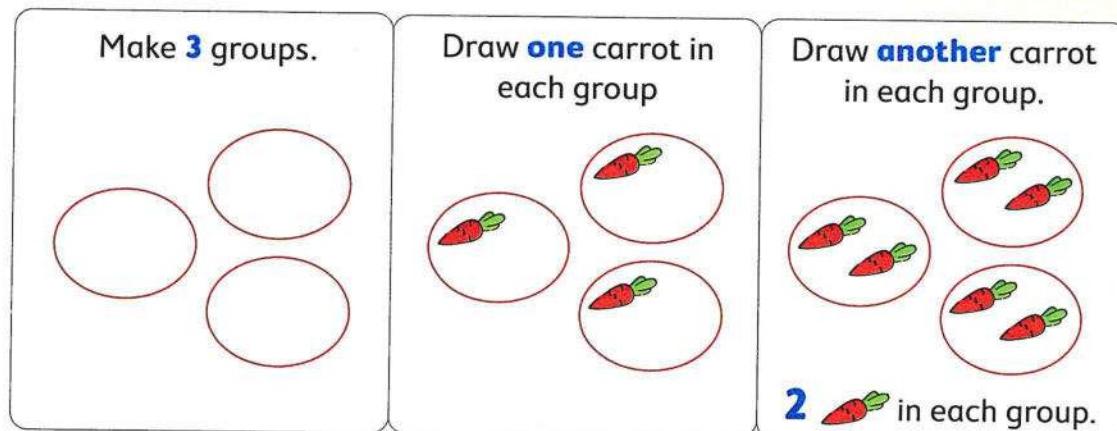
- Division
- Applications on division



Learn

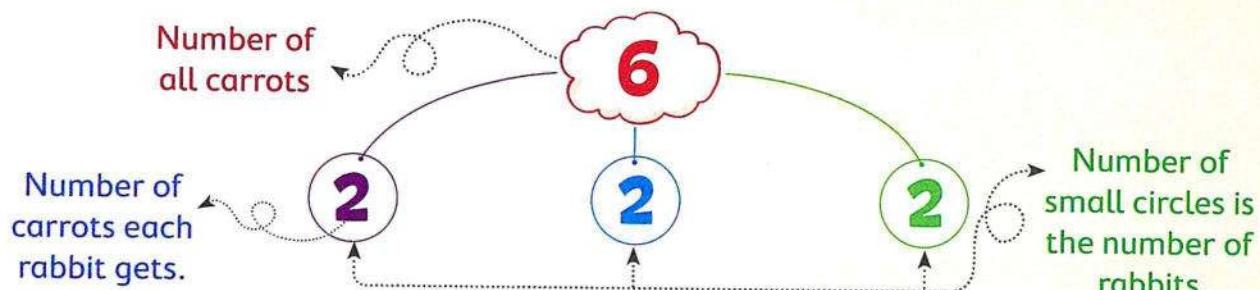
What is the division?

- Division is to separate some things in equal groups.
- To share things equally, you can **divide**.
- Hend has **6** carrots to feed the rabbits.
- There are **3** rabbits.
- How many carrots does each rabbit get ?



So, each rabbit gets **2** carrots.

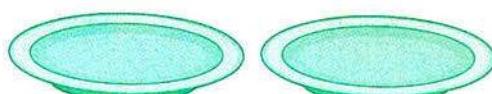
- The following model is called a **part - part - whole** to represent the sharing problem (Division).



Check



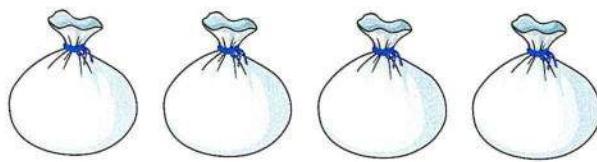
Draw to show 8 eggs divided among 2 plates.



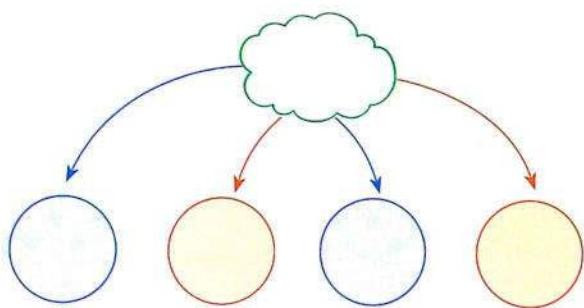
Notes for parents

- Ask your child to use 10 objects to make equal groups.

e. 8 marbles divided among 4 bags.



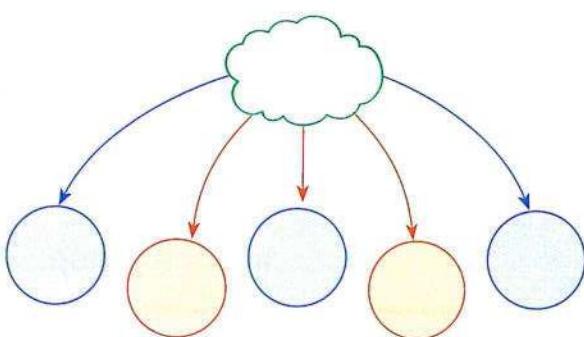
Each bag has _____ marbles.



f. Sameh is preparing gift baskets. He has 20 oranges that need to be divided equally between 5 baskets.



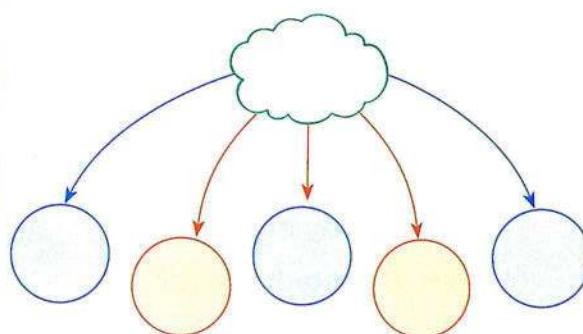
Each basket has _____ oranges.



g. 15 toys divided among 5 boxes.



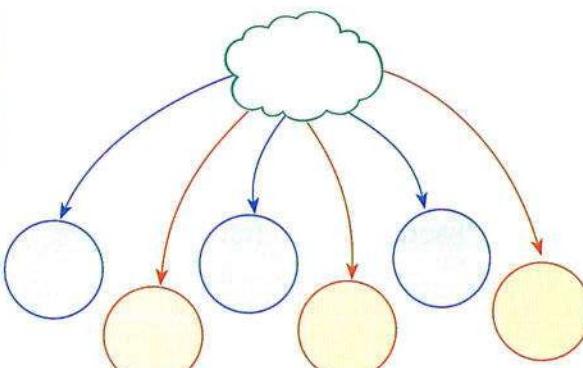
Each box has _____ toys.



h. The teacher has 36 crayons to share equally between 6 students.



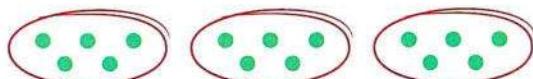
Each cup has _____ crayons.



2 Draw to show your work.

Write how many in each group. The first one is done for you.

a. Divide 15 ● into 3 equal groups.



5

in each group.

b. Divide 8 ● into 4 equal groups.

_____ in each group.

c. Divide 14 ● into 2 equal groups.

_____ in each group.

d. Divide 3 ● into 3 equal groups.

_____ in each group.

3 Solve the following problems.

You can draw a mathematical picture or use counters to help you.

a. Rania has 18 eggs and wants to put them equally in 3 plates.

How many eggs are there in each plate ?



b. 📖 Each cat needs 2 fish for lunch.

How many cats can we feed with 12 fish ?



Work area



Work area



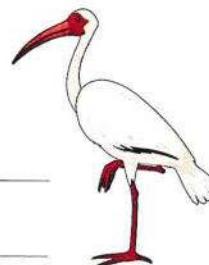
c. Bassem has **28** stamps.

He put an equal number
of his stamps on each
of **4** pages.



How many stamps are on each page ?

d. Each ibis will eat **3** worms. You have
18 worms.



How many ibis can be fed ?

e. Each jackal must eat **6** insects.
There are **24** insects.

How many jackals
can be fed ?



f. A class has **20** pupils.

If they are divided into
rows of **5** pupils each.



How many rows are there ?

Work area



g. Each crocodile wants to eat **5** fish.

There are **25** fish.

How many crocodiles
can be fed ?



h. Shady saw some

horses in a park

He counted **36** legs.



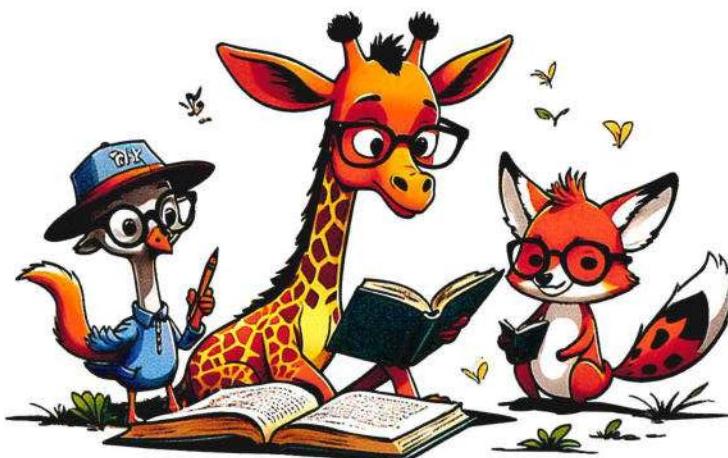
How many horses did Shady see ?

Challenge



4 Amgad has 13 lemons.

Can he put all of them in two boxes, each of them has an equal number of lemons ? Explain.



Place
a smiley
face

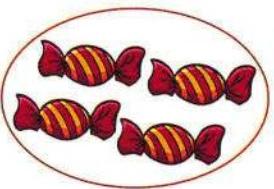
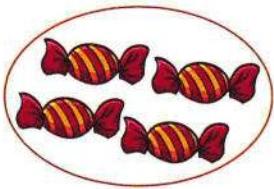
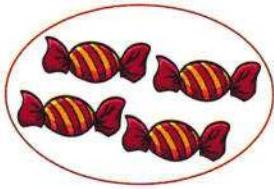
Lesson 10

The relation between multiplication and division



Learn 1 Division symbol

- There are 12 sweets.
- You want to divide them among 3 groups and find the sweets number in each group.



- There are 4 sweets in each group.
- When you divided them in equal groups, you can express it by the division sentence.

What you say : 12 divided by 3 equals 4

What you write :

12 3 =

4

This is a division sentence

Division symbol

Quotient : The answer of the division problem.

Check



Write the result of each of the following.

a. $16 \div 2 =$ _____

b. $20 \div 5 =$ _____

c. $24 \div 3 =$ _____

d. $10 \div 2 =$ _____

e. $28 \div 4 =$ _____

f. $50 \div 10 =$ _____

g. $24 \div 6 =$ _____

h. $64 \div 8 =$ _____

i. $42 \div 7 =$ _____

Notes for parents

- Tell your child that the answer of division is called "Quotient".



Learn 2 Relation between multiplication and division

- Nader drew 12 ✓'s in two ways.
- He wrote two multiplication sentences about his picture.

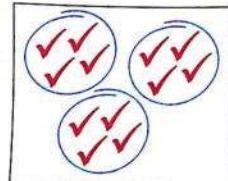
$$3 \times 4 = 12 \quad \text{"Think: 3 groups of 4 is 12"}$$

$$4 \times 3 = 12 \quad \text{"Think: 4 groups of 3 is 12"}$$

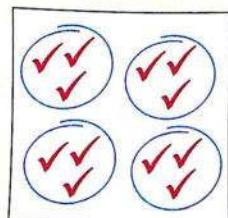
Vocabulary

Fact family

It is a set of related multiplication and division number sentences.



$$3 \times 4 = 12$$



$$4 \times 3 = 12$$

- He can also write two division sentences about his picture.
- $12 \div 3 = 4$ "Think: 12 divided into 3 groups of 4"
- $12 \div 4 = 3$ "Think: 12 divided into 4 groups of 3"
- These four number sentences form a fact family of the numbers 3, 4 and 12.

Example ①

Complete.

a. $15 \div \underline{\hspace{1cm}} = 5$

b. $\underline{\hspace{1cm}} \div 4 = 6$

c. $6 \times \underline{\hspace{1cm}} = 30$

d. $\underline{\hspace{1cm}} \times 2 = 18$

Solution

a. $15 \div \underline{\hspace{1cm}} = 5$ [Hint : $5 \times 3 = 15$]

b. $\underline{\hspace{1cm}} \div 4 = 6$ [Hint : $6 \times 4 = 24$]

c. $6 \times \underline{\hspace{1cm}} = 30$

d. $\underline{\hspace{1cm}} \times 2 = 18$



Example ②

Write the suitable sign ">, = or <".

a. $35 \div 7$ 5×7

c. $28 \div 4$ $4 + 4$

e. 2×3 $24 \div 4$

b. 4×2 $42 \div 6$

d. $10 \div 10$ 10×0

f. 4×5 10×2

Solution ✓

a. $35 \div 7$ 5×7

c. $28 \div 4$ $4 + 4$

e. 2×3 $24 \div 4$

b. 4×2 $42 \div 6$

d. $10 \div 10$ 10×0

f. 4×5 10×2

Check

Join the equal answers.

a. $18 \div 3$ 

 $10 \div 5$

b. $16 \div 2$ 

 2×3

c. $8 \div 4$ 

 $4 \div 1$

d. $5 + 5$ 

 $4 + 4$

e. 1×4 

 $20 \div 2$

Ask your child to tell you how to use arrays or draw pictures to solve the division problems.

Exercise

17

On Lesson 10

The relation between multiplication and division

 From the school book

1 Find the result.

a. $8 \div 2 = \underline{\quad}$

b. $12 \div 6 = \underline{\quad}$

c. $15 \div 3 = \underline{\quad}$

d. $16 \div 4 = \underline{\quad}$

e. $40 \div 5 = \underline{\quad}$

f. $20 \div 2 = \underline{\quad}$

g. $40 \div 10 = \underline{\quad}$

h. $21 \div 7 = \underline{\quad}$

i. $24 \div 4 = \underline{\quad}$

j. $42 \div 6 = \underline{\quad}$

k. $12 \div 3 = \underline{\quad}$

l. $8 \div 1 = \underline{\quad}$

m. $72 \div 8 = \underline{\quad}$

n. $56 \div 7 = \underline{\quad}$

o. $10 \div 10 = \underline{\quad}$

p. $49 \div 7 = \underline{\quad}$

q. $35 \div 5 = \underline{\quad}$

r. $36 \div 6 = \underline{\quad}$

s. $5 \div 5 = \underline{\quad}$

t. $50 \div 5 = \underline{\quad}$

u. $36 \div 9 = \underline{\quad}$

v. $4 \div 1 = \underline{\quad}$

w. $24 \div 6 = \underline{\quad}$

x. $27 \div 3 = \underline{\quad}$

y. $28 \div 4 = \underline{\quad}$

z. $18 \div 3 = \underline{\quad}$

2 Choose the correct answer.

- a. $24 \div 3 =$ _____ (5 or 6 or 7 or 8)
- b. $45 \div 5 =$ _____ (6 or 7 or 8 or 9)
- c. $36 \div 4 =$ _____ (9 or 8 or 7 or 6)
- d. $70 \div 7 =$ _____ (4 or 6 or 8 or 10)
- e. $18 \div 6 =$ _____ (2 or 3 or 4 or 5)
- f. $2 \div 2 =$ _____ (0 or 1 or 2 or 3)
- g. How many groups of 5 are in 35 ? (7 or 8 or 9 or 10)
- h. How many groups of 3 are in 15 ? (4 or 3 or 5 or 1)
- i. If 10 crayons divided among 5 boxes. Then, each box has _____ crayons. (1 or 2 or 3 or 4)
- j. If 21 apples divided among 3 plates. Then, each plate has _____ apples. (5 or 6 or 7 or 8)

3 Put the suitable sign "> , = or <".

- | | | | | | |
|-----------------|-----------------------|--------------|------------------|-----------------------|-----------------|
| a. $32 \div 8$ | <input type="radio"/> | $8 \div 2$ | b. $27 \div 3$ | <input type="radio"/> | $3 + 3 + 3 + 3$ |
| c. $54 \div 6$ | <input type="radio"/> | 0×9 | d. 6×1 | <input type="radio"/> | $6 \div 1$ |
| e. 8×8 | <input type="radio"/> | $8 \div 8$ | f. 4×10 | <input type="radio"/> | $40 \div 5$ |
| g. 6×6 | <input type="radio"/> | 4×9 | h. $25 \div 5$ | <input type="radio"/> | $40 \div 5$ |

4 Put (✓) to the correct statement or (✗) to the incorrect statement.

a. $15 \div 3 = 5$

()

b. $28 \div 4 = 6$

()

c. $7 \div 7 = 7$

()

d. $8 \div 1 = 8$

()

e. $24 \div 4 = 24 \div 8$

()

f. $12 \div 4 = 24 \div 8$

()

g. $8 \div 8 = 5 \div 5$

()

h. $36 \div 4 > 40 \div 4$

()

i. $6 \div 3 > 2$

()

j. $10 \div 5 < 2$

()

k. If Sara has 20 lemons and she wants to put them equally in 5 bags.

Then, there are 4 lemons in each bag.

()

l. If A class has 24 pupils and they are divided into rows of 4 pupils each.

Then, there are 5 pupils in each row.

()

5 Complete.

a. $4 \times \boxed{\quad} = 12$

$12 \div 4 = \boxed{\quad}$

b. $2 \times \boxed{\quad} = 14$

$14 \div 2 = \boxed{\quad}$

c. $3 \times \boxed{\quad} = 27$

$27 \div 3 = \boxed{\quad}$

d. $7 \times \boxed{\quad} = 21$

$21 \div 7 = \boxed{\quad}$

e. $6 \times \boxed{\quad} = 54$

$54 \div 6 = \boxed{\quad}$

f. $\boxed{\quad} \times 4 = 32$

$32 \div 4 = \boxed{\quad}$

6 Find the missing number.

a. $\boxed{\quad} \div 3 = 4$

b. $\boxed{\quad} \div 6 = 5$

c. $\boxed{\quad} \div 5 = 3$

d. $7 \times \boxed{\quad} = 28$

e. $\boxed{\quad} \times 8 = 64$

f. $2 \times \boxed{\quad} = 18$

g. $30 \div \boxed{\quad} = 6$

h. $56 \div \boxed{\quad} = 8$

i. $9 \div \boxed{\quad} = 1$

7 Write the fact family for each set of numbers. The first one is done for you.

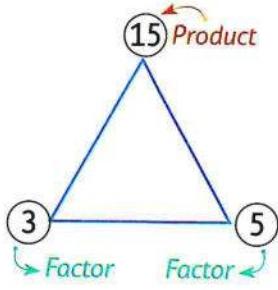
a.

$$3 \times 5 = 15$$

$$5 \times 3 = 15$$

$$15 \div 3 = 5$$

$$15 \div 5 = 3$$



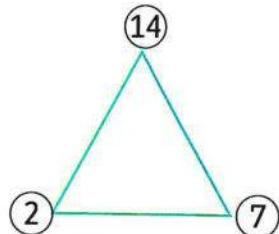
b.

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$



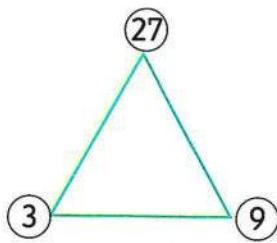
c.

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$



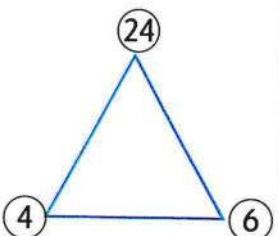
d.

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$



8 Write the other facts from each family.

a. $4 \times 9 = 36$

b. $40 \div 5 = 8$

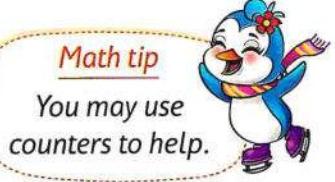
c. $6 \times 3 = 18$

d. $2 \times 8 = 16$

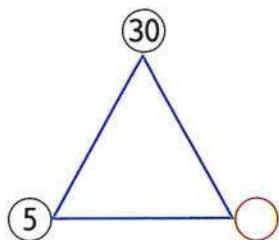
e. $13 \div 1 = 13$

f. $14 \div 2 = 7$

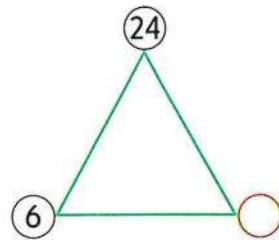
9 Find the missing factor in each triangle below.
Then write the four numbers sentences that
go with the fact family.



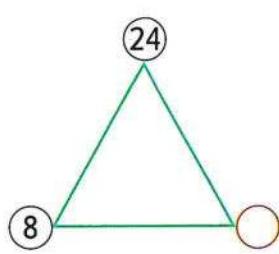
a.



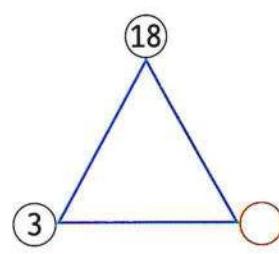
b.



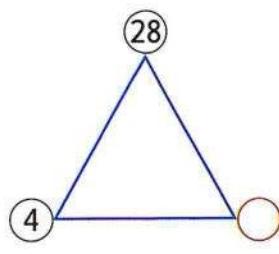
c.



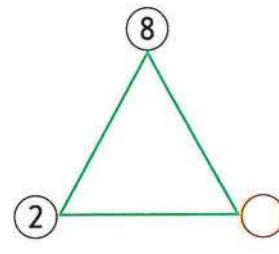
d.



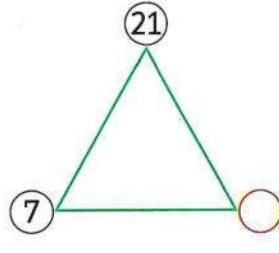
e.



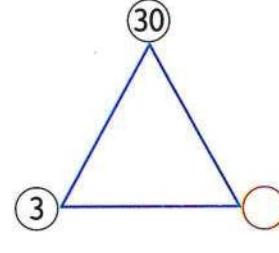
f.



g.



h.



10 Choose which number sentence is not included in the same fact family.

a.

$$9 \times 4 = 36$$

- $4 \times 9 = 36$
- $36 \div 4 = 9$
- $36 \div 6 = 6$
- $36 \div 9 = 4$

b.

$$18 \div 3 = 6$$

- $3 \times 6 = 18$
- $18 \div 6 = 3$
- $6 \times 3 = 18$
- $9 \times 2 = 18$

c.

$$24 \div 6 = 4$$

- $4 \times 6 = 24$
- $24 \div 3 = 8$
- $6 \times 4 = 24$
- $24 \div 4 = 6$

Challenge



11 Choose the three numbers that can make a fact family.

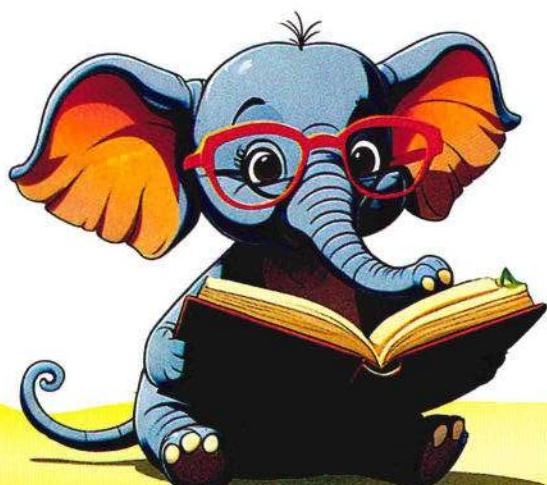
Then write the four related multiplication and division sentences.

a.

4 6 30 36 9

b.

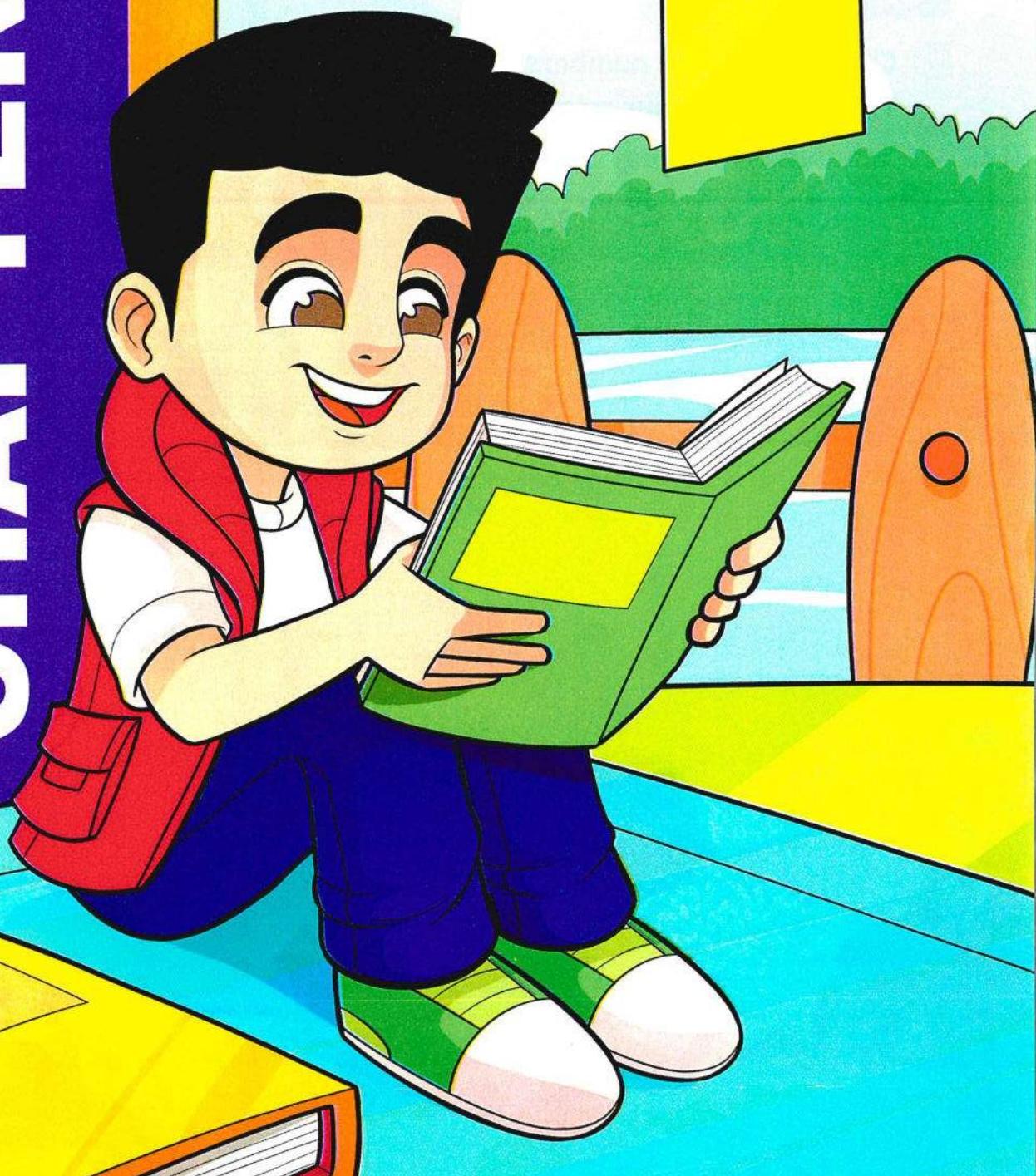
9 2 5 12 10

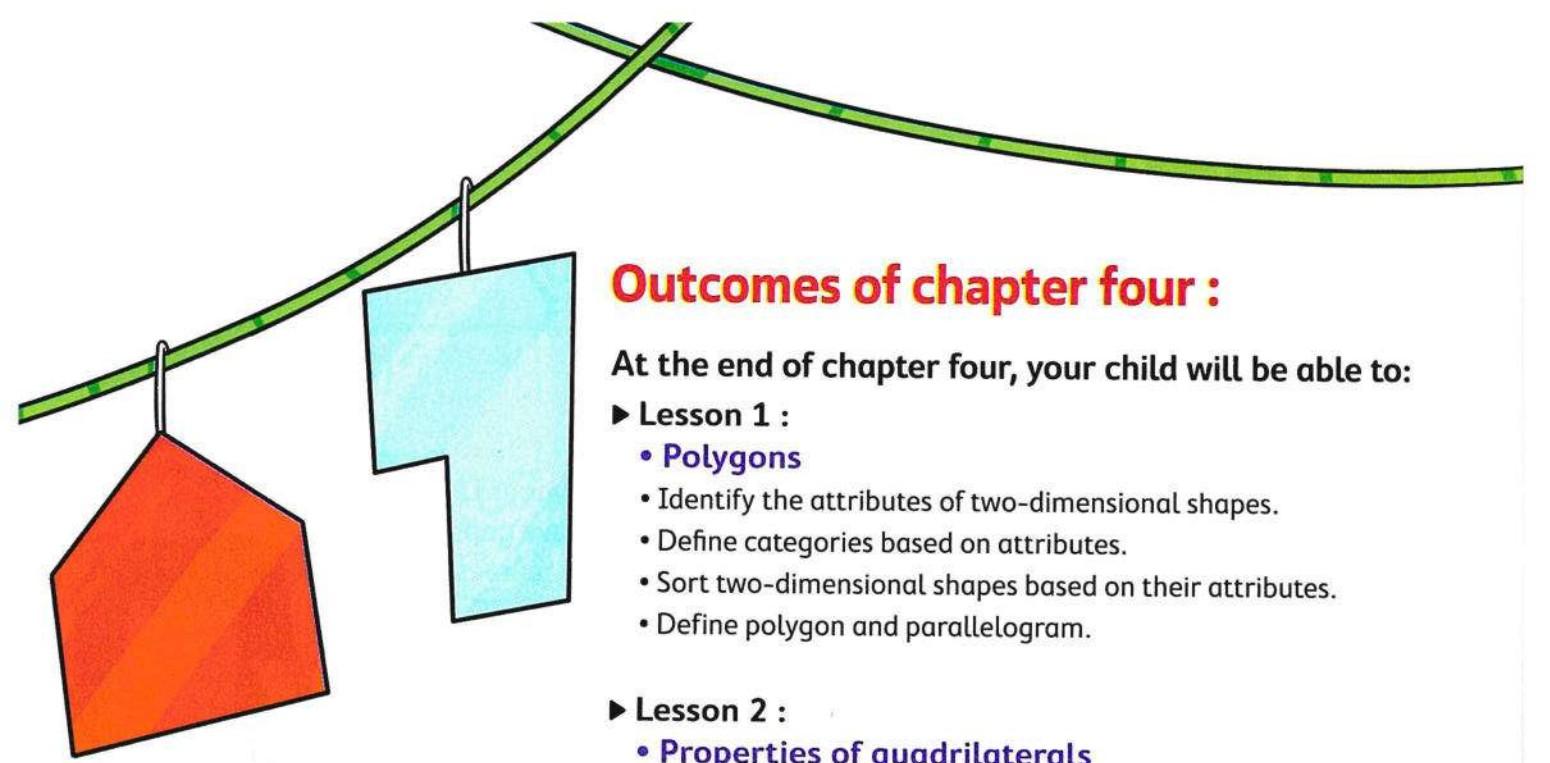


Place
a smiley
face

CHAPTER

4





Outcomes of chapter four :

At the end of chapter four, your child will be able to:

► Lesson 1 :

- **Polygons**

- Identify the attributes of two-dimensional shapes.
- Define categories based on attributes.
- Sort two-dimensional shapes based on their attributes.
- Define polygon and parallelogram.

► Lesson 2 :

- **Properties of quadrilaterals**

- Apply rules to sort quadrilaterals.
- Create a bar graph representing quadrilaterals to create a picture.

► Lessons 3 to 5 :

- **Area**

- **Rectangles with equal area**

- **Area using models**

- Calculate the area of rectangles in square units.
- Determine the area of rectangles using strategies related to multiplication.
- Create and describe multiple rectangles with the same area.
- Explain and model the commutative property of multiplication.
- Define area in his/her own words.
- Apply strategies to measure area.

► Lessons 6 & 7 :

- **Areas by splitting arrays**

- **Distributive property on multiplication**

- Divide arrays into smaller arrays to solve multiplication problems.
- Explain why dividing arrays makes it easier to solve multiplication problems.
- Model the distributive property of multiplication using arrays.
- Apply the distributive property to solve multiplication problems.
- Explain the distributive property of multiplication.

Polynomials

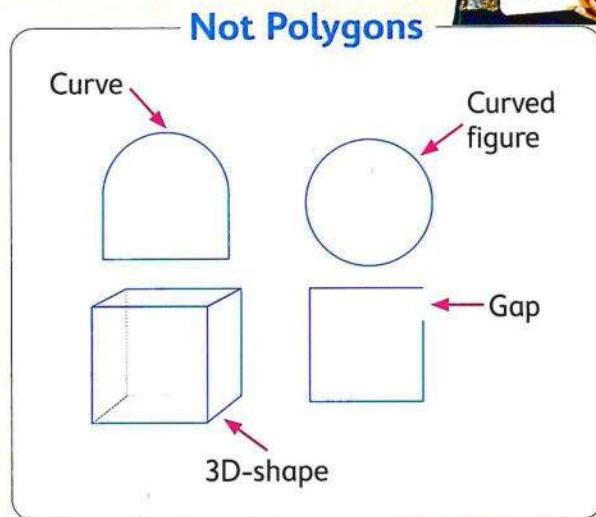
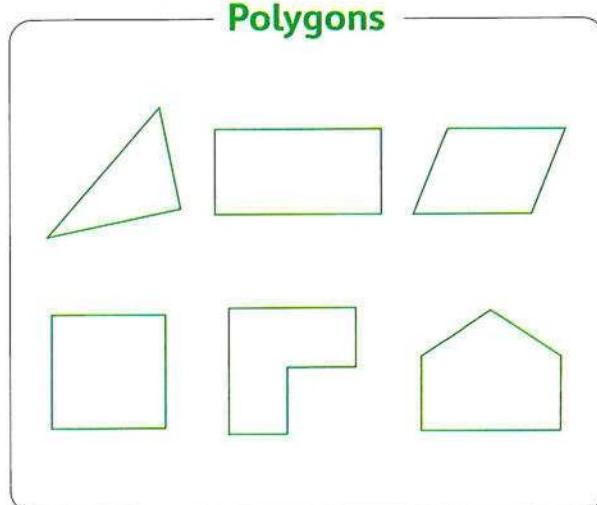


Learn 1 Polynomials

- **Polynomials** are closed two-dimensional figures.
- Closed figures are shapes do not have any gaps or curves between the lines that make it.

Examples :

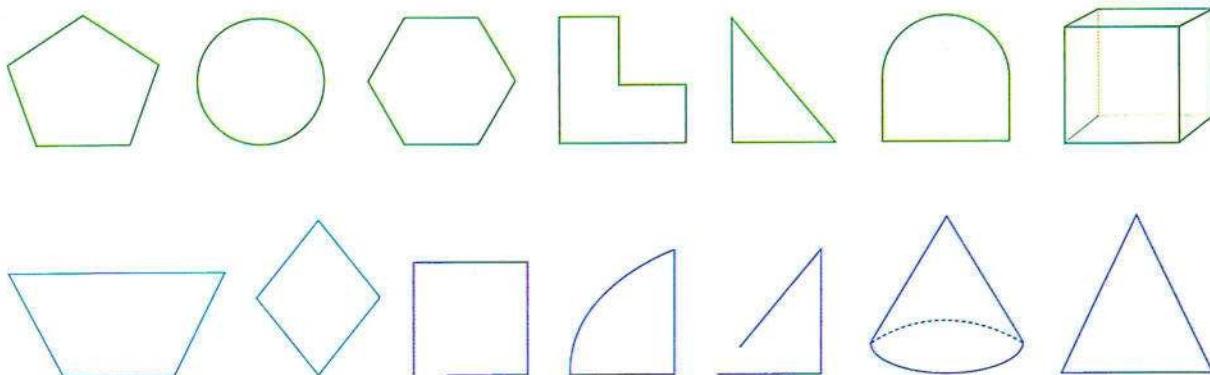
Polynomials Do not have gaps or curves



Check

Are the following figures polygons ? Circle the polygons.

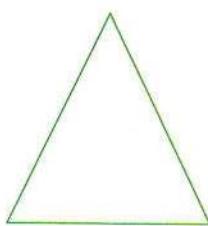
Explain why or why not.





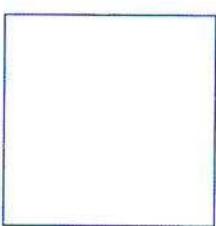
Learn 2 Identify the attributes of two-dimensional shapes

Triangle



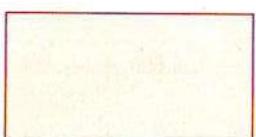
3 sides
3 vertices

Square



4 sides
4 vertices

Rectangle



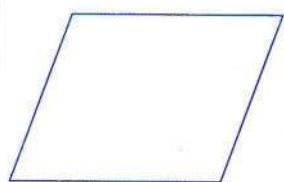
4 sides
4 vertices

Rhombus



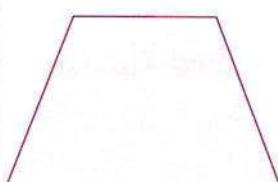
4 sides
4 vertices

Parallelogram



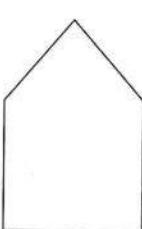
4 sides
4 vertices

Trapezium



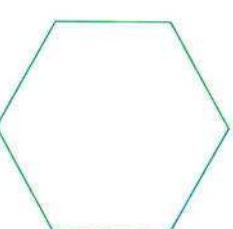
4 sides
4 vertices

Pentagon



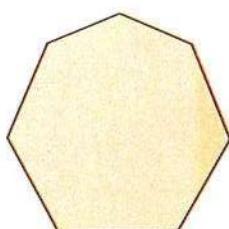
5 sides
5 vertices

Hexagon



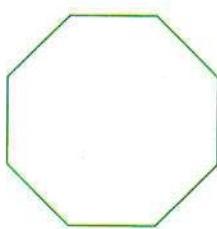
6 sides
6 vertices

Heptagon



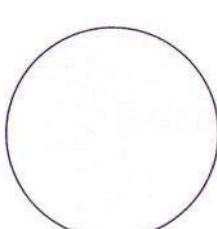
7 sides
7 vertices

Octagon



8 sides
8 vertices

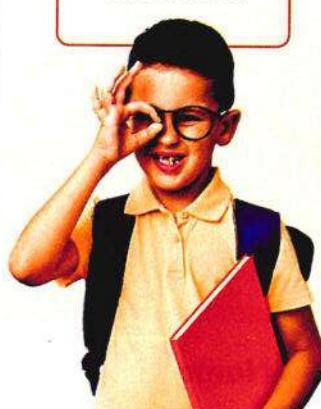
Circle



0 sides
0 vertices

Note

The number
of sides
= The number
of vertices



- Ask your child to count the sides and vertices of each shape and decide if it is a polygon or not.

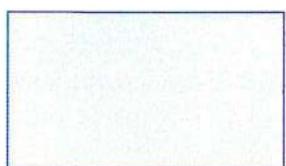
Check

2D means
two-dimensional figures.



Identify each 2D shape, and write the number of sides and vertices.

a.



Sides

Vertices

Name : _____

b.

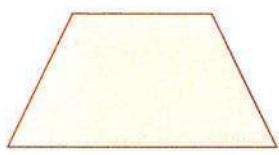


Sides

Vertices

Name : _____

c.

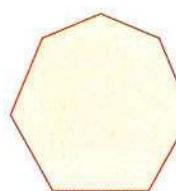


Sides

Vertices

Name : _____

d.

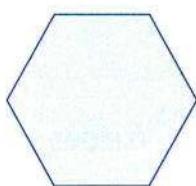


Sides

Vertices

Name : _____

e.

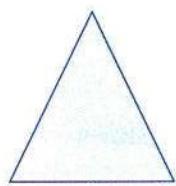


Sides

Vertices

Name : _____

f.

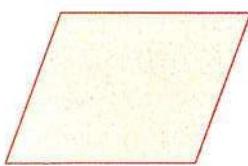


Sides

Vertices

Name : _____

g.

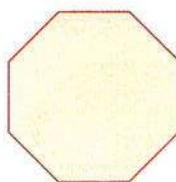


Sides

Vertices

Name : _____

h.

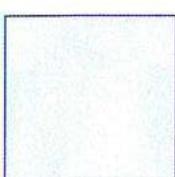


Sides

Vertices

Name : _____

i.



Sides

Vertices

Name : _____

j.



Sides

Vertices

Name : _____

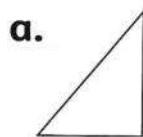
Exercise

18

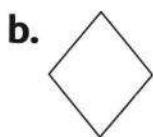
On Lesson 1

Polygons

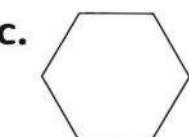
1 Put (✓) if the shape is a polygon , and put (X) if it is not polygon.



()



()



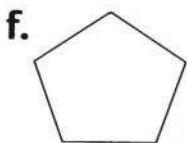
()



()



()



()



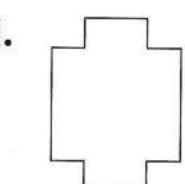
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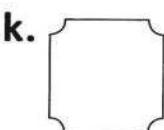
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()



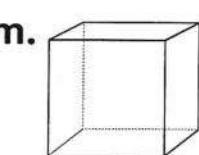
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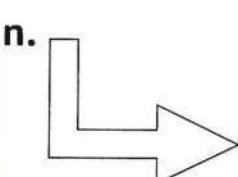
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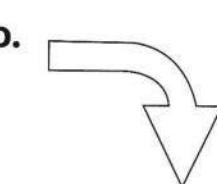
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()



()



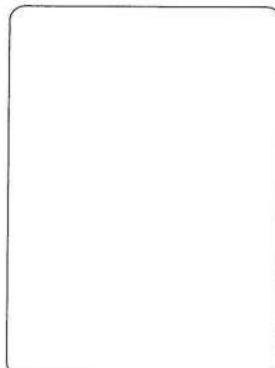
()

2 Draw a polygon with.

a. 3 sides



b. 4 vertices



c. 5 sides

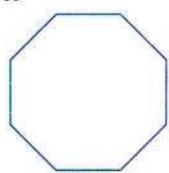


d. 6 vertices



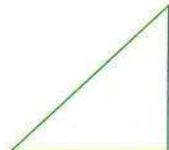
3 Match.

a.



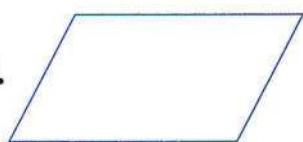
Triangle

b.



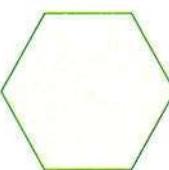
Parallelogram

c.



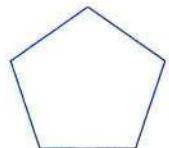
Octagon

d.



Trapezium

e.



Pentagon

f.



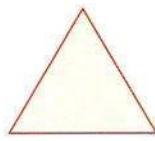
Hexagon

4 Write the name of each figure.

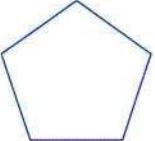
a.



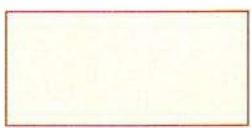
b.



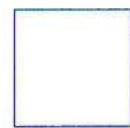
c.



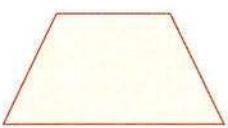
d.



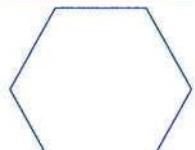
e.



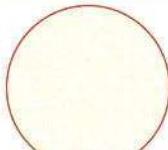
f.



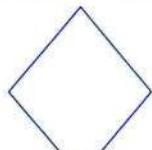
g.



h.



i.



5 Complete the table.

Check if the shape is a polygon or not.

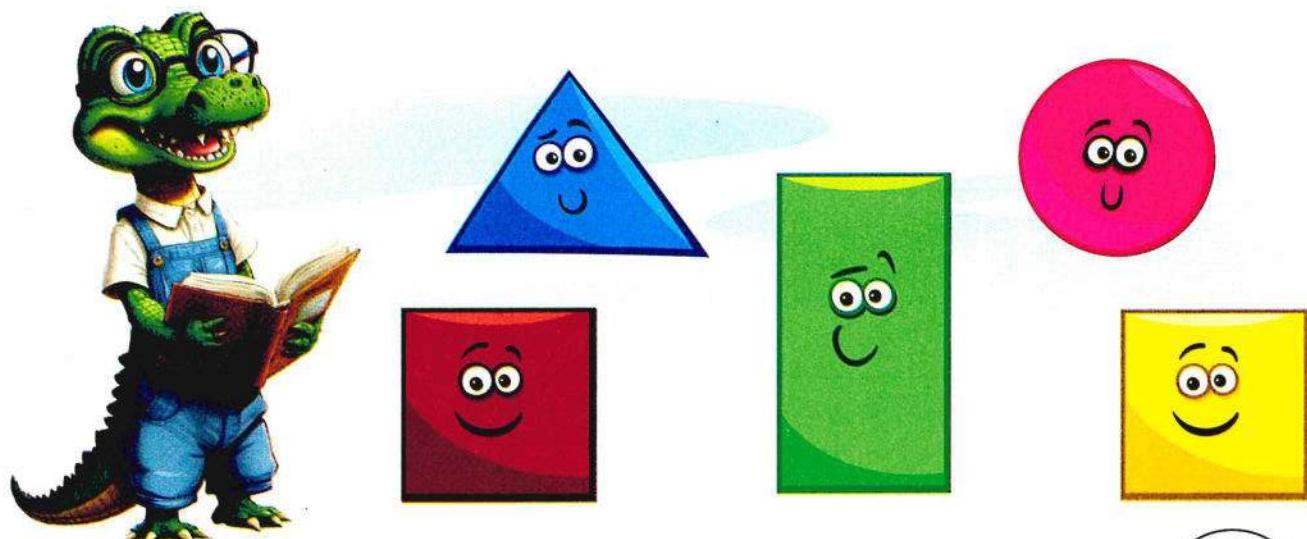
Shape	Name	Attributes		Polygon
		Number of sides	Number of vertices	
				
				
				
				
				
				
				
				

6 Put (✓) to the correct statement or (✗) to the incorrect statement.

- a. A polygon is an open two-dimensional figure. ()
- b. The hexagon has 6 sides. ()
- c. A circle is a polygon. ()
- d. The parallelogram is a polygon. ()
- e.  is called a triangle. ()
- f. The pentagon has more than 5 sides. ()
- g. Any polygon does not have gaps or curves. ()
- h. In any polygon : the number of sides = the number of vertices. ()

7 Complete.

- a. The triangle has _____ sides and _____ vertices.
- b. The polygon which has _____ vertices is called octagon.
- c. The pentagon has _____ vertices and _____ sides.
- d. The polygon which has _____ sides is called heptagon.
- e. The _____ has 6 sides.
- f. The _____ has 7 vertices.



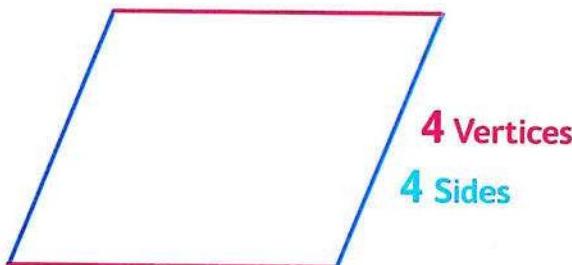
Properties of quadrilaterals



Learn

Quadrilateral and parallelogram

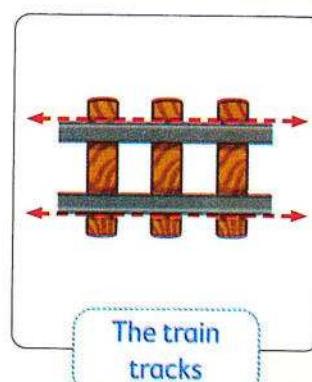
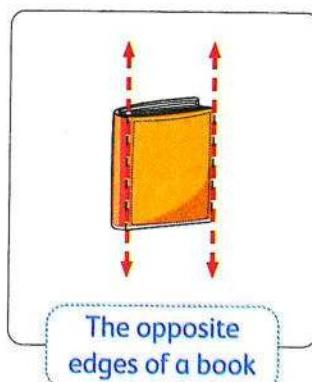
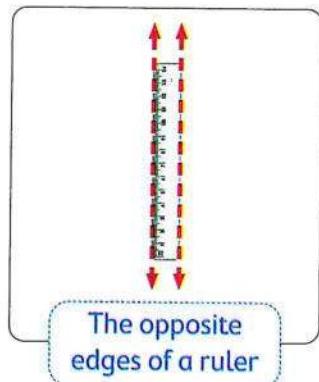
- A **quadrilateral** is a polygon with **4** straight sides and **4** vertices.
- A **parallelogram** is a quadrilateral shape (has four sides) that has each two opposite sides equal in length and parallel.



The blue lines are equal in length and parallel to each other and the red lines are equal in length and parallel to each other.



Examples for parallel lines :



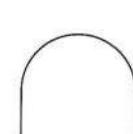
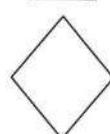
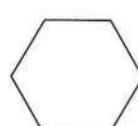
Parallel lines can go on forever and never intersect.

Check



Color the parallelogram of each.
Explain why or why not.

All rectangles, squares and rhombuses are also parallelograms.



Notes for parents

- Let your child recognize that rectangles, squares and rhombuses are also parallelograms.

Examples for quadrilaterals :

Parallelogram

- 2 pairs of parallel sides
- 2 pairs of equal sides
- 4 vertices

Rectangle

- 2 pairs of parallel sides
- 2 pairs of equal sides
- 4 similar vertices

Rhombus

- 2 pairs of parallel sides
- 4 equal sides
- 4 vertices

Square

- 2 pairs of parallel sides
- 4 equal sides
- 4 similar vertices

Trapezium

- exactly 1 pair of parallel sides
- lengths of sides may not be the same
- 4 vertices

All quadrilaterals are polygons.

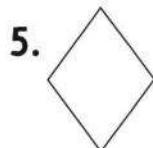
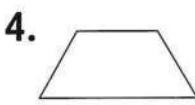
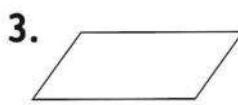
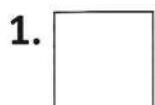


Check

Match each property to all suitable quadrilaterals.

a. 2 pairs of parallel sides

b. 4 equal sides



c. Exactly 1 pair of parallel sides

d. 4 vertices similar

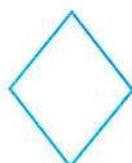
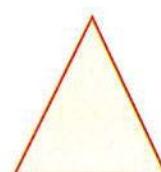
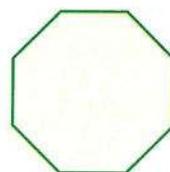
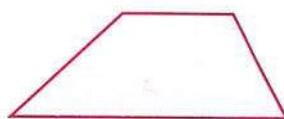
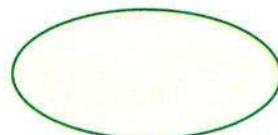
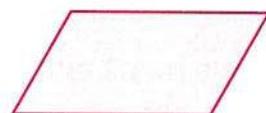
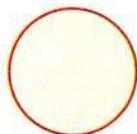
Exercise

19

On Lesson 2

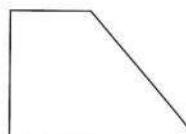
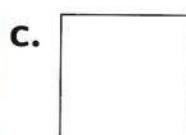
Properties of quadrilaterals

- 1 Cross out the shape that does not show a parallelogram.
Explain why , write the examples that show a parallelogram.



• Examples of parallelogram : _____, _____, _____

- 2 Write a name for each quadrilateral.

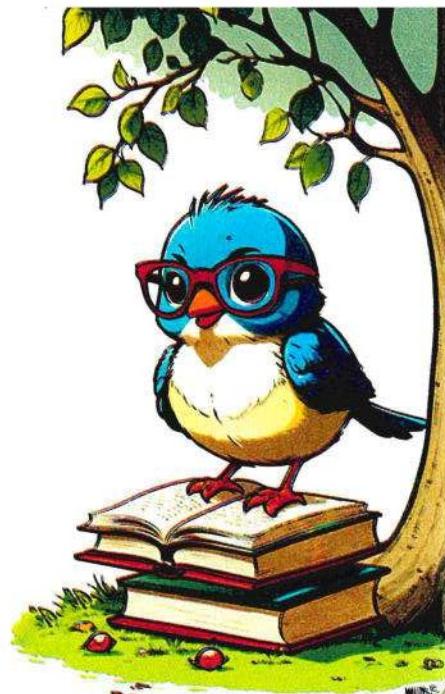


- 3 Choose the correct answer.

- a. The quadrilateral has _____ vertices. (1 or 2 or 3 or 4)
- b. The parallelogram has _____ pairs of equal sides. (1 or 2 or 3 or 4)
- c. The square has _____ equal sides. (1 or 2 or 3 or 4)
- d. The rectangle has _____ similar vertices. (1 or 2 or 3 or 4)
- e. The trapezium has exactly _____ pair of parallel sides. (1 or 2 or 3 or 4)
- f. The rhombus has _____ vertices. (1 or 2 or 3 or 4)

4 Complete. (write the name of the shape)

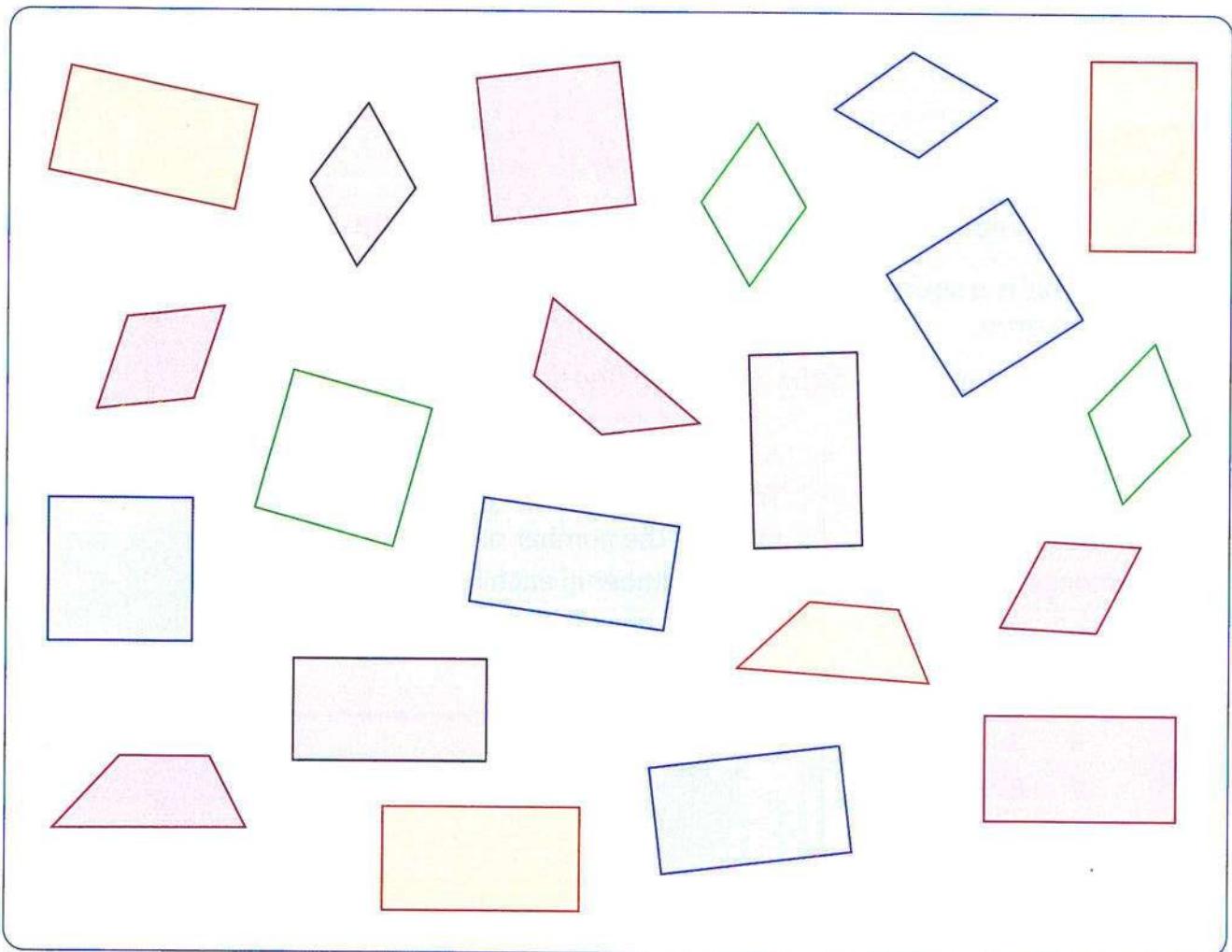
- a. The quadrilateral which has only 1 pair parallel sides is called _____
- b. The polygon which has 4 sides is called _____
- c. The quadrilateral which has 4 equal sides and 4 similar vertices is called _____
- d. The quadrilateral which has 4 equal sides and 4 not similar vertices is called _____
- e. The quadrilateral which has 4 similar vertices and 4 not equal sides is called _____



5 Put (✓) to the correct statement or (✗) to the incorrect statement.

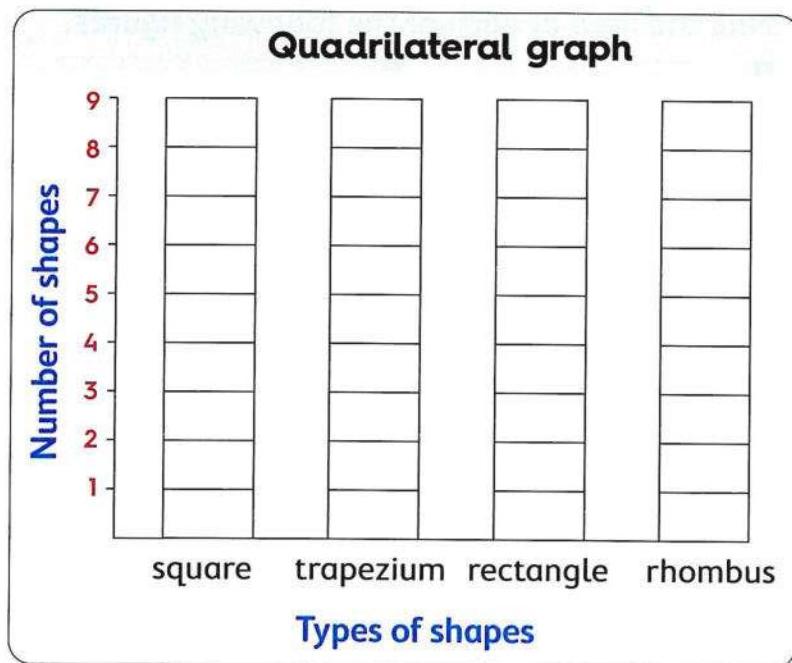
- a. The quadrilateral is a polygon which has 4 sides. ()
- b. The parallelogram has exactly 1 pair of parallel sides. ()
- c. The square has 4 similar vertices. ()
- d. The rectangle's vertices are not similar. ()
- e. The rhombus has 2 pairs of parallel sides. ()
- f. The trapezium has more than 1 pair of parallel sides. ()
- g. The circle is a polygon which has no vertices. ()
- h. The rhombus has 4 similar vertices. ()
- i. The square has 2 pairs of parallel sides. ()
- j. All rectangles are parallelograms. ()

6 Use the following figures to fill in the bar graph below.



From the graph :

- Which quadrilateral is the most ? _____
- Which quadrilateral is the least ? _____
- How many parallelograms ?



Place
a smiley
face

Lessons 3 to 5

- Area
- Rectangles with equal area
- Area using models



Learn 1 Area

- Area is the number of square units needed to cover the surface of a figure.
- A square unit is a square with a side length of 1 unit and it is the unit used to measure area.
- You can count or multiply square units to find area.

Counting strategy

To find area of a rectangle, count the squares inside the rectangle.

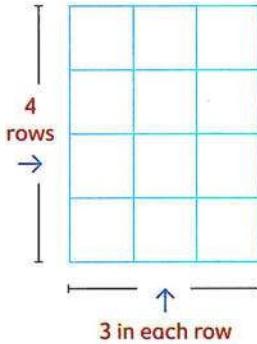
$$\text{Area} = 12 \text{ square units}$$

1	2	3
4	5	6
7	8	9
10	11	12

Multiplying strategy (Array)

To find area of rectangle, multiply the number of rows by the number in each row.

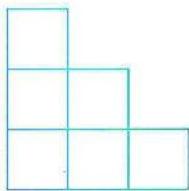
number of rows	number in each row	area
↓ 4	↓ \times 3	↓ 12 square units



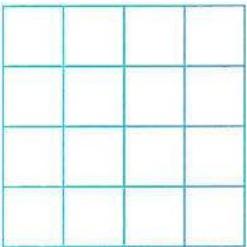
Example 1

Find the area of each of the following figures.

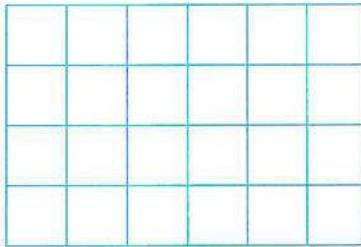
a.



b.

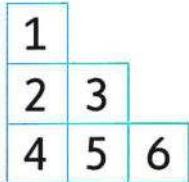


c.



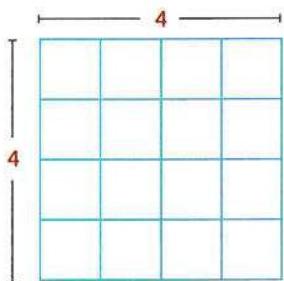
Solution

a.



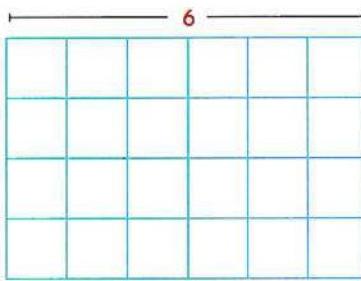
$$\text{Area} = 6 \square$$

b.



$$\text{Area} = 4 \times 4 = 16 \square$$

c.



$$\text{Area} = 4 \times 6 = 24 \square$$

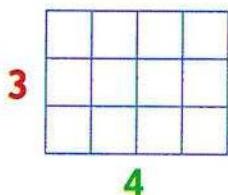
- Let your child know that there are many strategies to find the area, let him/her discover another strategy.



Learn 2 Rectangles with equal area

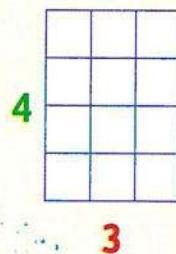


- There are more than one rectangle that look different but have the same area.



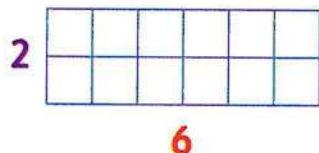
3 rows of 4

$$\text{Area} = 3 \times 4 = 12 \text{ square units}$$



4 rows of 3

$$\text{Area} = 4 \times 3 = 12 \text{ square units}$$



2 rows of 6

$$\text{Area} = 2 \times 6 = 12 \text{ square units}$$

Example (2)

Draw on the grid rectangles with an area of 6 square units.

Solution

To draw rectangles with an area of 6 square units search for 2 numbers their product equals 6. You will find :

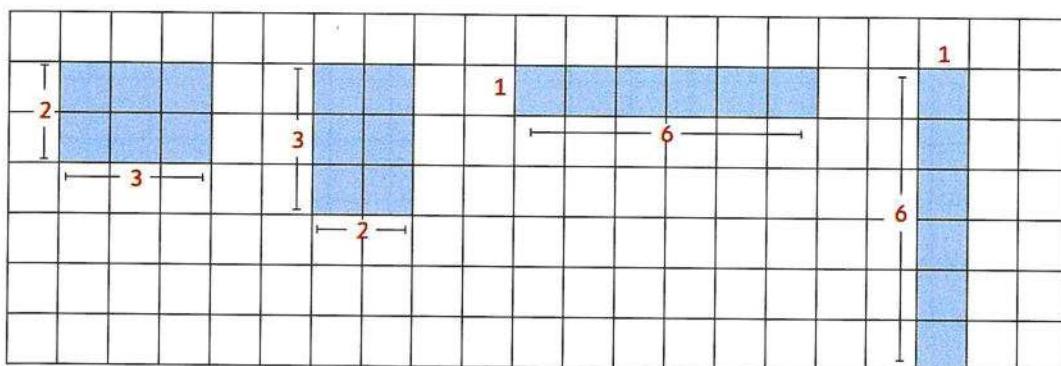
$$2 \times 3 = 6$$

$$3 \times 2 = 6$$

$$1 \times 6 = 6$$

$$6 \times 1 = 6$$

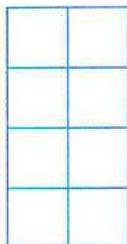
You can draw 4 rectangles.



- Tell your child that area is a part of our daily life it can be used in : purchasing a rug, creating a football field, painting a wall, or laying tiles on a floor.

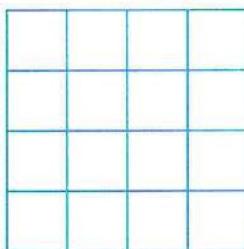
Check

1. How many square units were used to make these figures ?



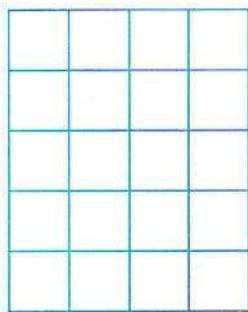
_____ rows
_____ in each row

$$\text{Area} = \boxed{} \text{ square units}$$



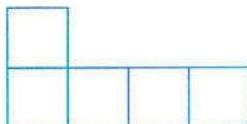
_____ rows
_____ in each row

$$\text{Area} = \boxed{} \text{ square units}$$

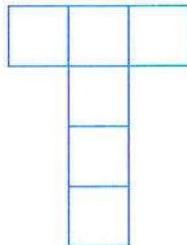


_____ rows
_____ in each row

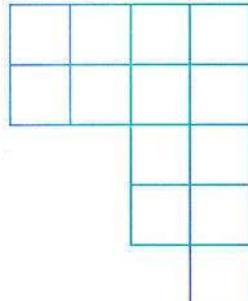
$$\text{Area} = \boxed{} \text{ square units}$$



$$\text{Area} = \text{_____ } \boxed{}$$

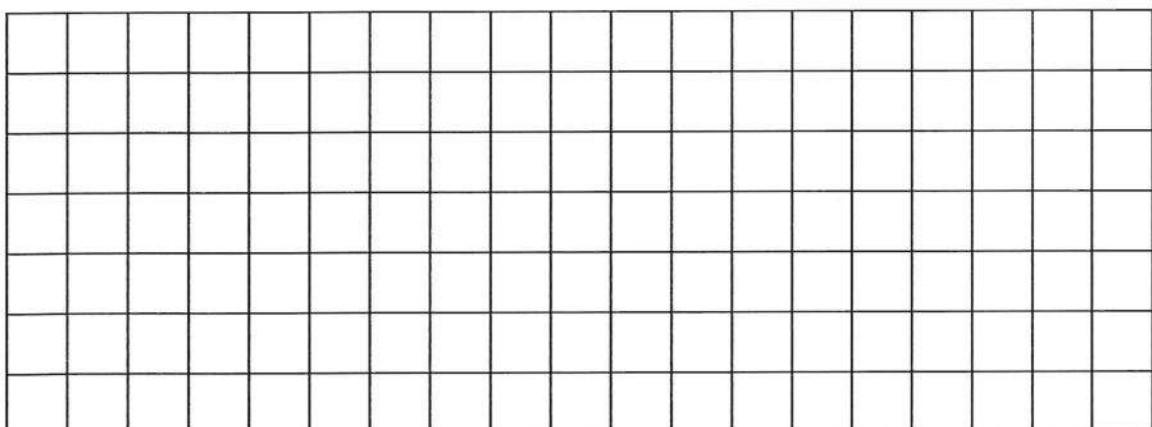


$$\text{Area} = \text{_____ } \boxed{}$$



$$\text{Area} = \text{_____ } \boxed{}$$

2. Draw more rectangles have the same area of 10 square units.



Notes for parents

- Help your child calculate the area of each figure using different strategies such as : divide each figure into many parts and calculate the area of each part and combine them all or count the squares one by one.



Learn 3 Area using models

- To calculate the area of a rectangle or a square using models, you can use the dimensions of the figure.
- Dimensions are calculated by the number of rows and the number of columns of the rectangle.

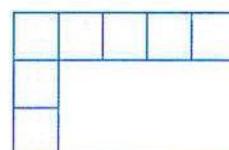
For example :

Area of the rectangle = $3 \times 5 = 15$ square units



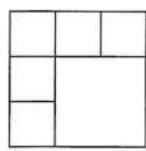
5 columns

3 rows

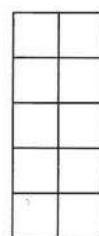


Check

Calculate the total area of each figure.



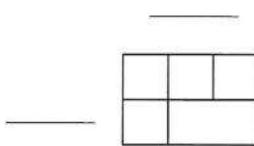
$$\begin{aligned} \text{Area} &= \underline{\quad} \times \underline{\quad} \\ &= \underline{\quad} \text{ square units} \end{aligned}$$



$$\begin{aligned} \text{Area} &= \underline{\quad} \times \underline{\quad} \\ &= \underline{\quad} \text{ square units} \end{aligned}$$



$$\begin{aligned} \text{Area} &= \underline{\quad} \times \underline{\quad} \\ &= \underline{\quad} \text{ square units} \end{aligned}$$



$$\begin{aligned} \text{Area} &= \underline{\quad} \times \underline{\quad} \\ &= \underline{\quad} \text{ square units} \end{aligned}$$

- Ask your child to determine the total area of a rectangle with dimensions 5 units and 4 units and a square with dimension of 5 units.

Exercise

20

On Lessons 3 to 5

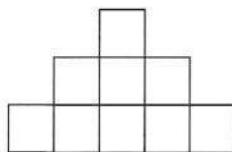
- Area
- Rectangles with equal area
- Area using models

 From the school book

First : Exercises on area

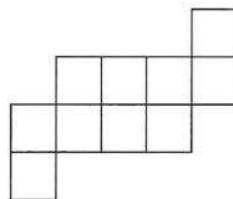
1 Calculate the area of each of the following.

a.



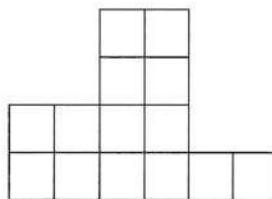
$$\text{Area} = \underline{\hspace{2cm}} \square$$

b.



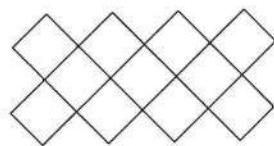
$$\text{Area} = \underline{\hspace{2cm}} \square$$

c.



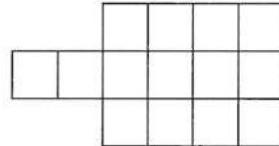
$$\text{Area} = \underline{\hspace{2cm}} \square$$

d.



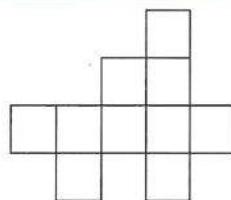
$$\text{Area} = \underline{\hspace{2cm}} \square$$

e.



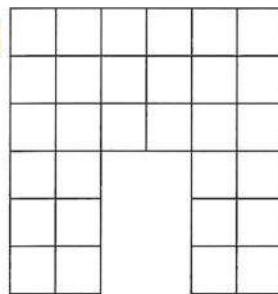
$$\text{Area} = \underline{\hspace{2cm}} \square$$

f.



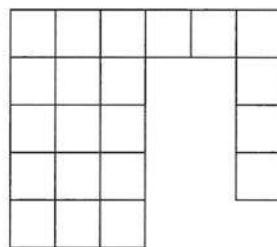
$$\text{Area} = \underline{\hspace{2cm}} \square$$

g. 



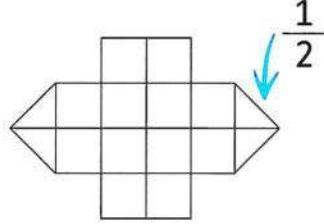
$$\text{Area} = \underline{\hspace{2cm}} \square$$

h. 



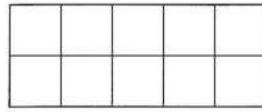
$$\text{Area} = \underline{\hspace{2cm}} \square$$

i.



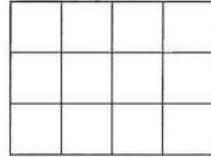
$$\text{Area} = \underline{\hspace{2cm}} \square$$

j.



$$\begin{aligned}\text{Area} &= \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} \\ &= \underline{\hspace{2cm}} \square\end{aligned}$$

k.



$$\begin{aligned}\text{Area} &= \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} \\ &= \underline{\hspace{2cm}} \square\end{aligned}$$

l.



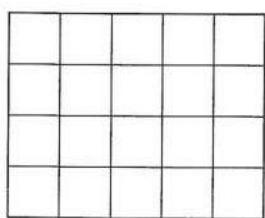
$$\begin{aligned}\text{Area} &= \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} \\ &= \underline{\hspace{2cm}} \square\end{aligned}$$

Remember

$$\square = 1 \text{ square unit}$$

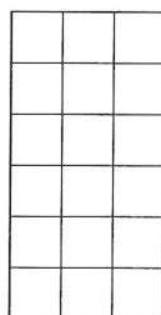
2 Calculate the area of each figure.

a. 



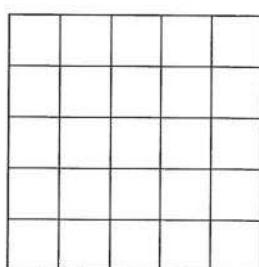
$$\text{Area} = \underline{\hspace{2cm}} \quad \boxed{}$$

b. 



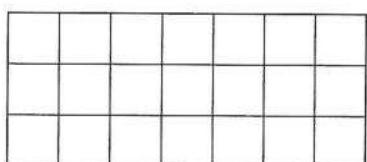
$$\text{Area} = \underline{\hspace{2cm}} \quad \boxed{}$$

c.



$$\text{Area} = \underline{\hspace{2cm}} \quad \boxed{}$$

d.



$$\text{Area} = \underline{\hspace{2cm}} \quad \boxed{}$$

e. 



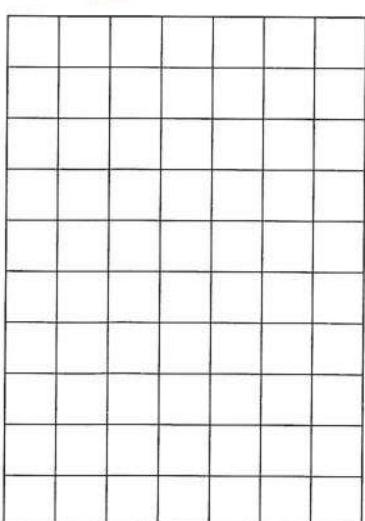
$$\text{Area} = \underline{\hspace{2cm}} \quad \boxed{}$$

f.



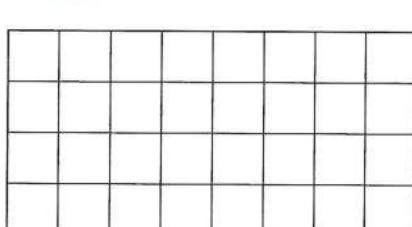
$$\text{Area} = \underline{\hspace{2cm}} \quad \boxed{}$$

g. 



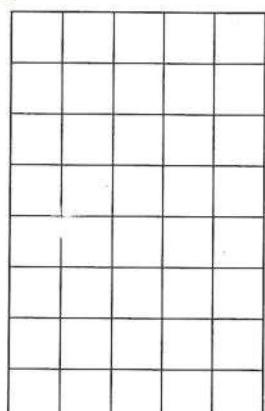
$$\text{Area} = \underline{\hspace{2cm}} \quad \boxed{}$$

h. 



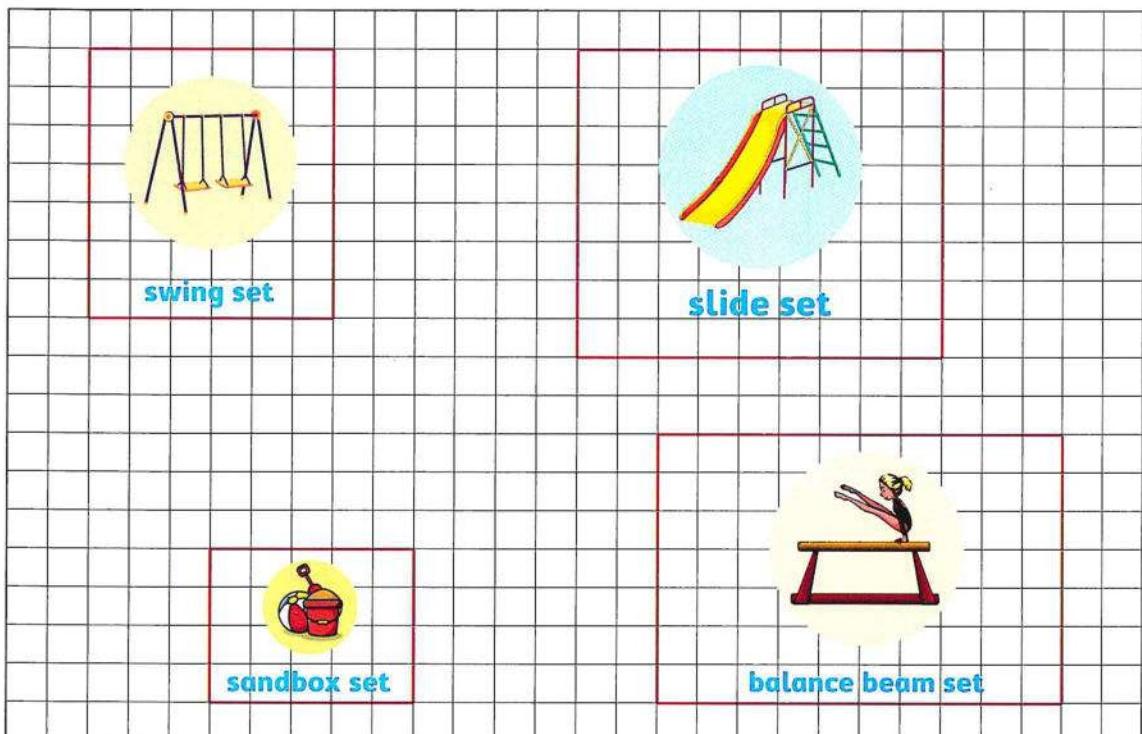
$$\text{Area} = \underline{\hspace{2cm}} \quad \boxed{}$$

i. 



$$\text{Area} = \underline{\hspace{2cm}} \quad \boxed{}$$

3 Here are some things were placed in your playground. Complete the following.



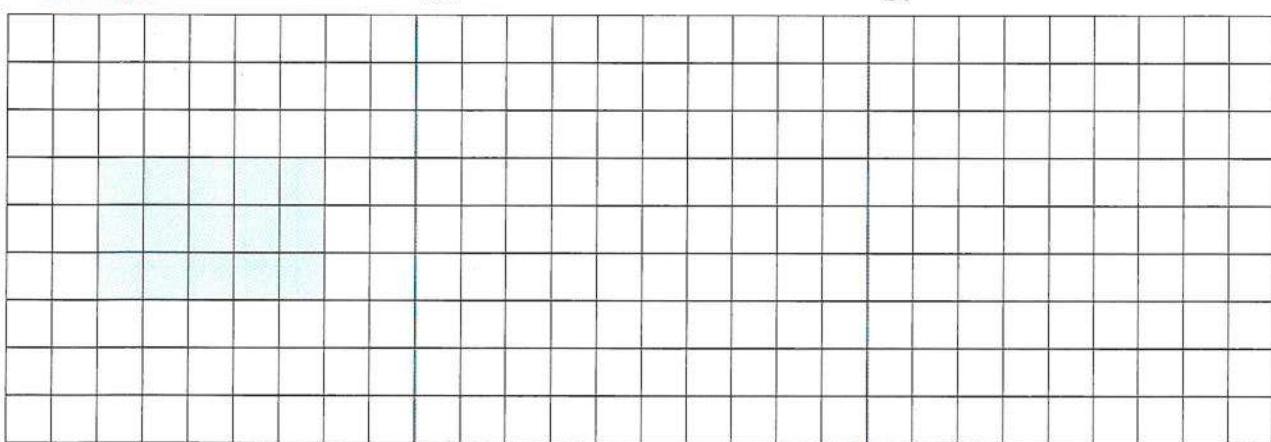
- The area of swing set = _____ \times _____ = _____ square units.
- The area of slide set = _____ \times _____ = _____ square units.
- The area of sandbox set = _____ \times _____ = _____ square units.
- The area of balance beam set = _____ \times _____ = _____ square units.

4 Use grid to draw a rectangle represents each of the following sentences and calculate the area as the example.

Example :

a.

b.



C.

$4 \times 2 = \underline{\quad}$

d.

A blank 10x10 grid for drawing or plotting.

$8 \times 3 = \underline{\quad}$

e.

A blank 10x10 grid for drawing or plotting.

$6 \times 1 = \underline{\hspace{2cm}}$

f.

$5 \times 6 = \underline{\hspace{2cm}}$

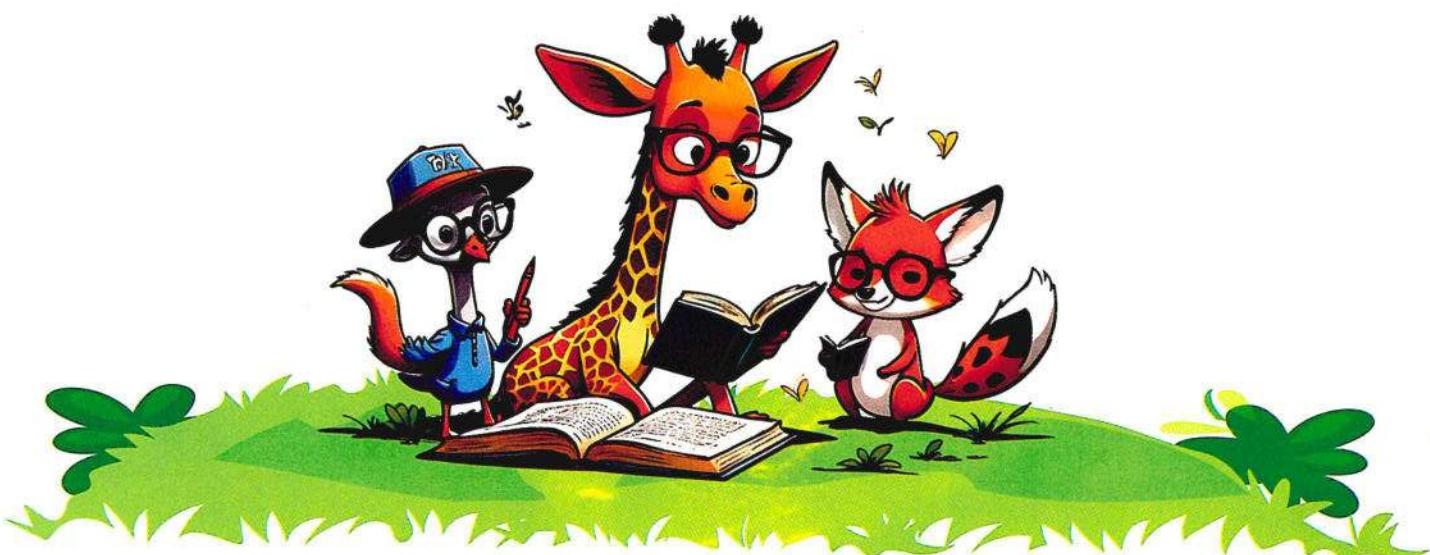
a.

A blank 10x10 grid for drawing.

$6 \times 4 = \underline{\quad}$

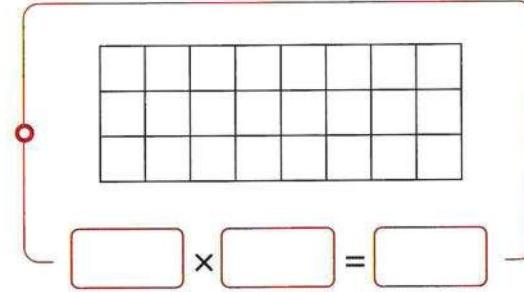
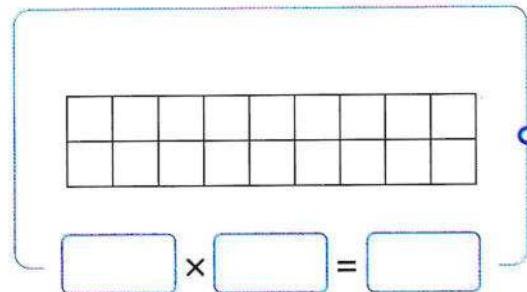
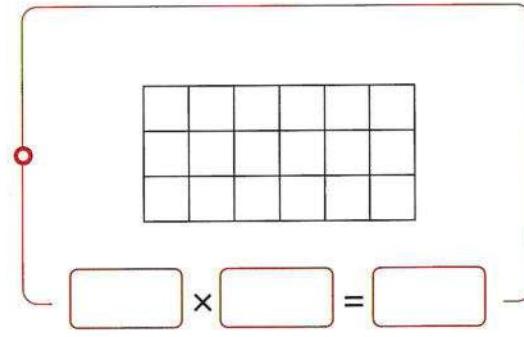
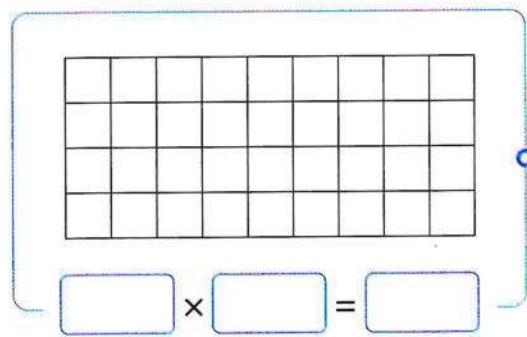
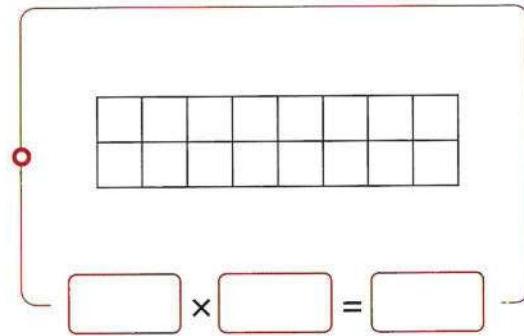
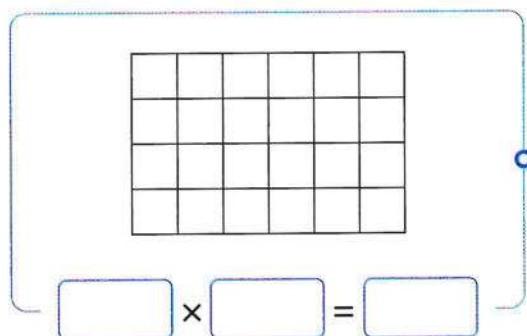
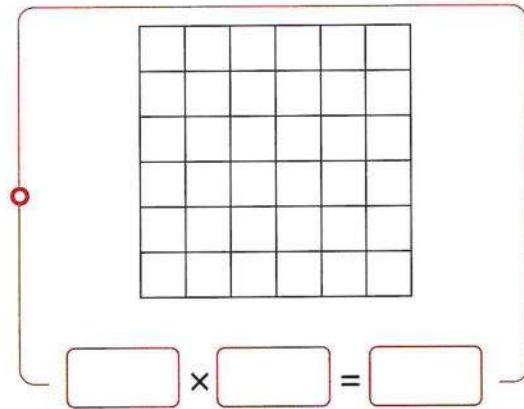
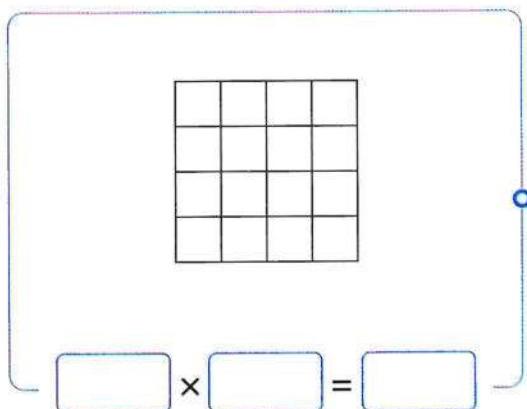
h

$7 \times 3 = \underline{\hspace{2cm}}$



Second : Exercises on rectangles with equal area

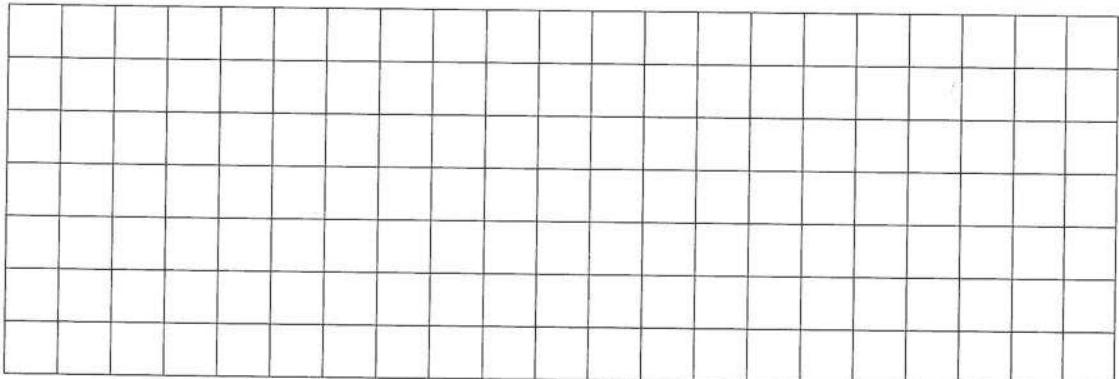
- 1** Complete the equations under each of the following.
Match the equal areas.



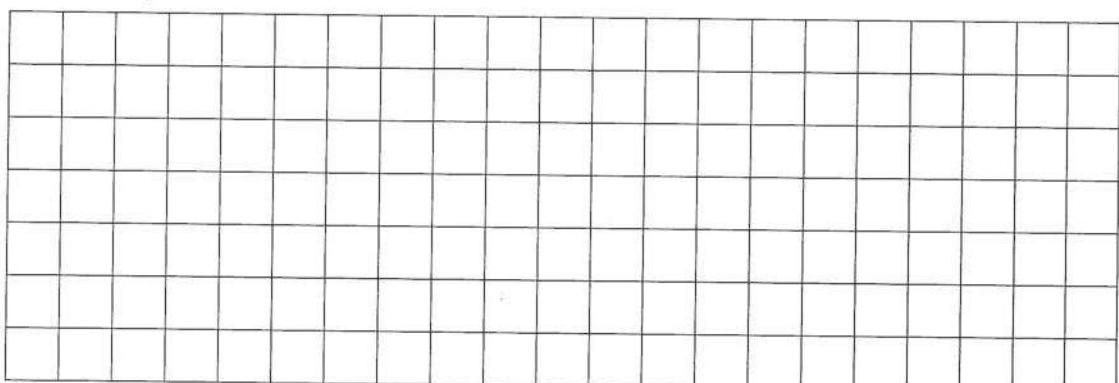


- 2 Use commutative property to draw two different rectangles of the following dimensions. Multiply to find the area.

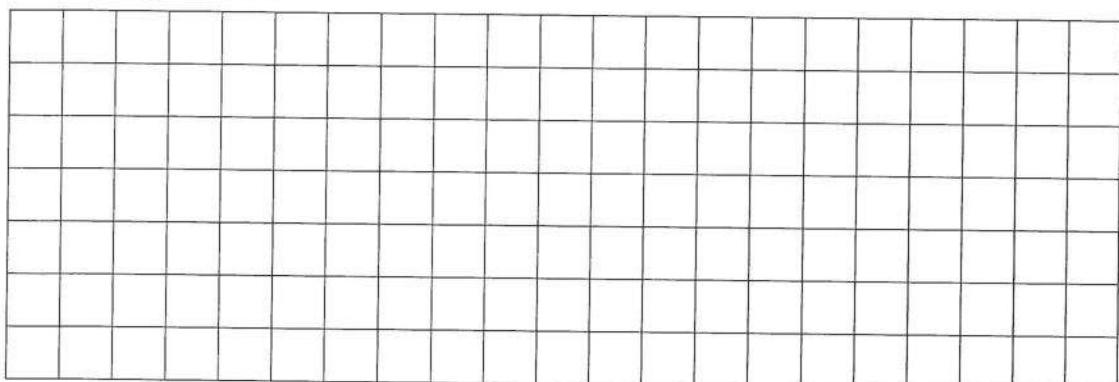
a. 2 units , 3 units.



b. 3 units , 4 units.

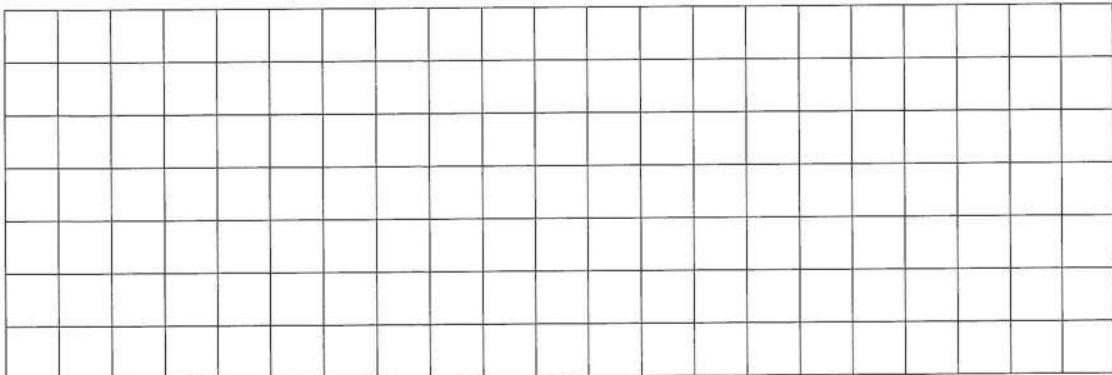


c. 4 units , 5 units.

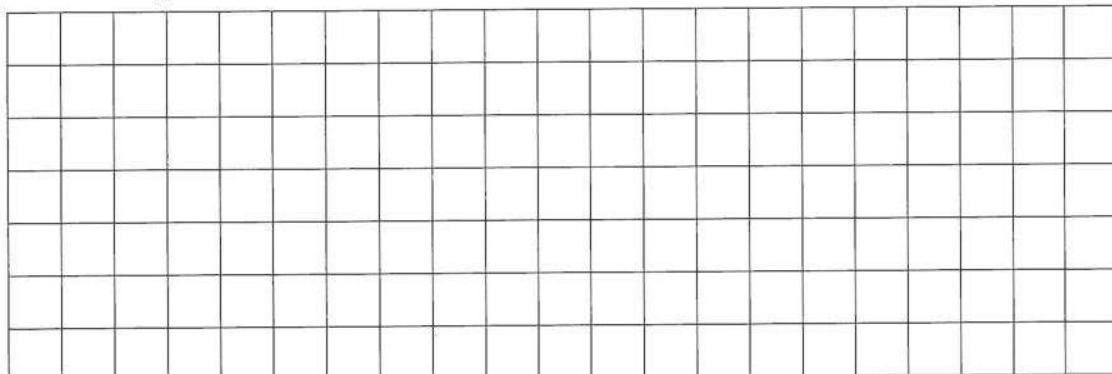


- 3** Draw on the grids rectangles with different dimensions with an area of each of the following. Write the multiplication equations for each rectangle.

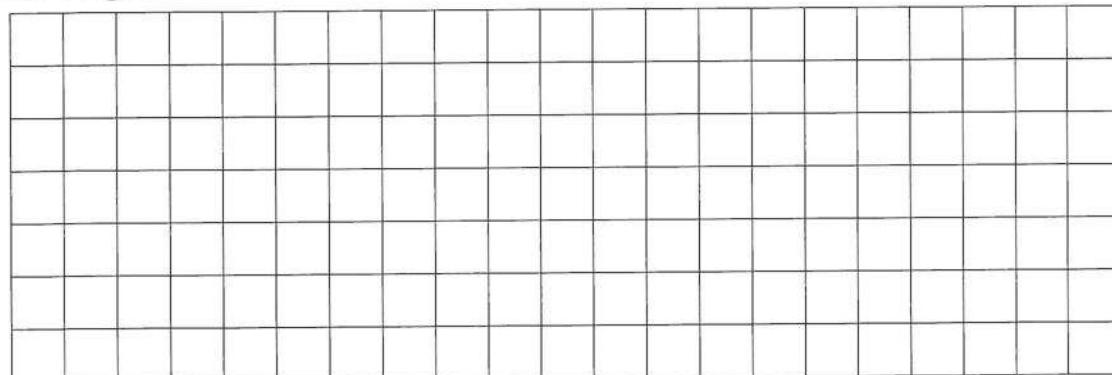
a. 12 square units.



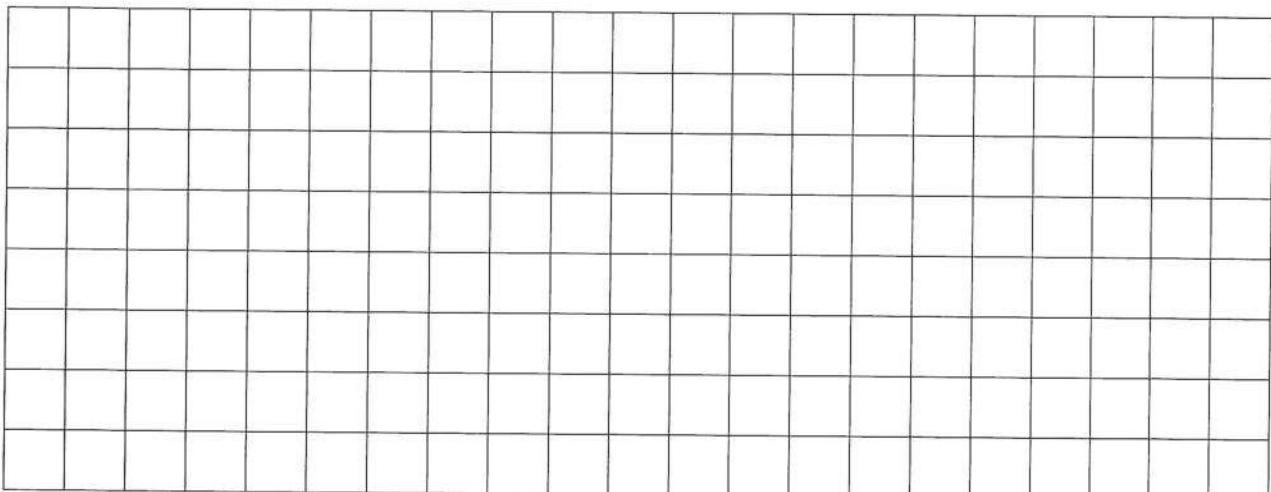
b. 18 square units.



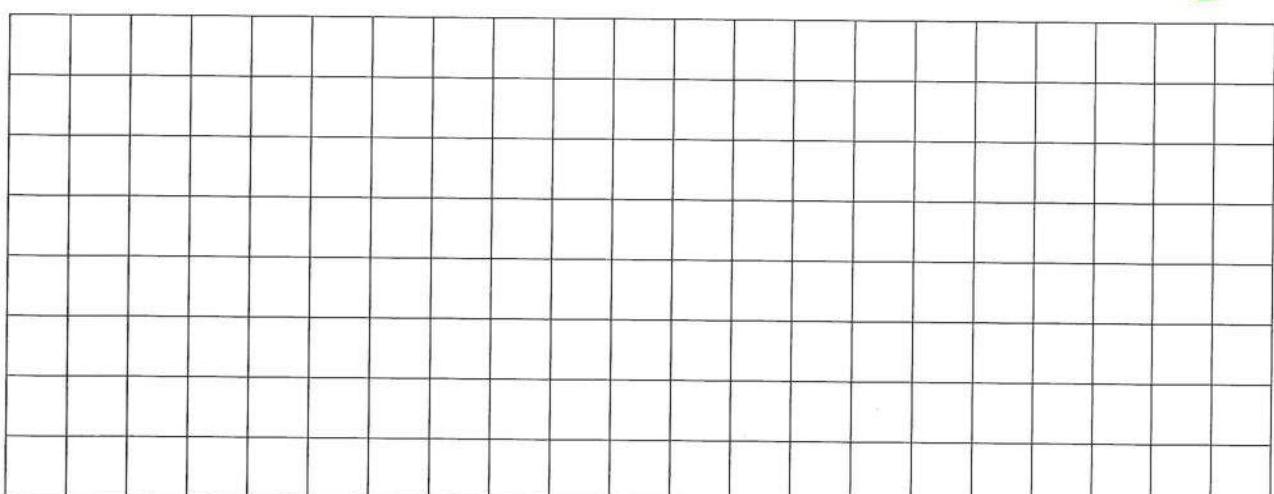
c. 24 square units.



- 4**  Omar planted two flower plots. One was 3×4 and one was 2×6 .
Do they have the same area? How do you know?
Show your thinking in numbers and pictures in the grid below.



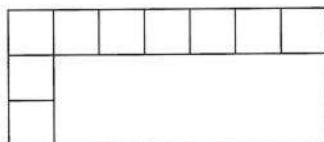
-
- 5** Amira wanted to plant 24 flowers. If one flower needs 1 square unit.
Show two ways for the area of 24 square units.
Write the two commutative property sentences for each.



Third : Exercises on area using models

- 1** Determine the total area of each shape.

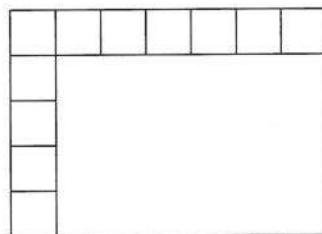
a.



$$\text{Area} = \frac{\text{rows}}{\text{columns}} \times \frac{\text{columns}}{\text{rows}}$$

$$= \underline{\hspace{2cm}} \text{ square units}$$

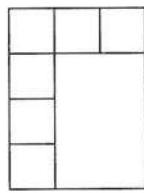
b.



$$\text{Area} = \frac{\text{rows}}{\text{columns}} \times \frac{\text{columns}}{\text{rows}}$$

$$= \underline{\hspace{2cm}} \text{ square units}$$

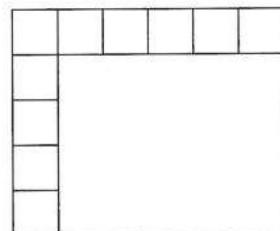
c.



$$\text{Area} = \frac{\text{rows}}{\text{columns}} \times \frac{\text{columns}}{\text{rows}}$$

$$= \underline{\hspace{2cm}} \text{ square units}$$

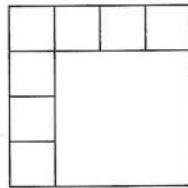
d.



$$\text{Area} = \frac{\text{rows}}{\text{columns}} \times \frac{\text{columns}}{\text{rows}}$$

$$= \underline{\hspace{2cm}} \text{ square units}$$

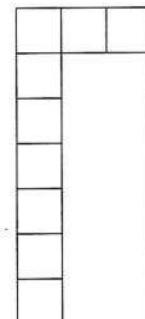
e.



$$\text{Area} = \frac{\text{rows}}{\text{columns}} \times \frac{\text{columns}}{\text{rows}}$$

$$= \underline{\hspace{2cm}} \text{ square units}$$

f.

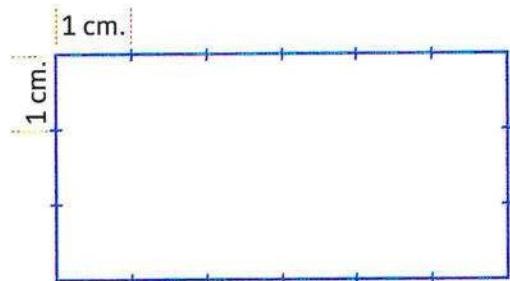


$$\text{Area} = \frac{\text{rows}}{\text{columns}} \times \frac{\text{columns}}{\text{rows}}$$

$$= \underline{\hspace{2cm}} \text{ square units}$$

Challenge

- 2** Use your ruler to measure the width and the length of the rectangle. Calculate the area of the rectangle.



Place
a smiley
face

Lessons 6 & 7

- Areas by splitting arrays
- Distributive property on multiplication



Learn

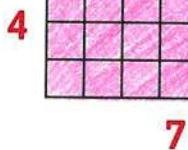
Distributive property

- Distributive property tells us we can divide (split) a multiplication problem into two or more smaller problems, add together their products, and get the final answer.
- To find how many squares in big arrays as the following array :

Multiply the number of rows by the number in each row.

4 rows of 7

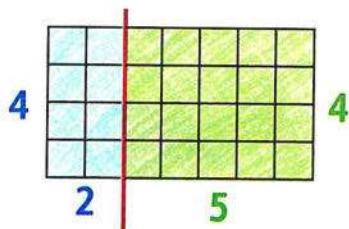
$$\frac{4}{\text{rows}} \times \frac{7}{\text{in each row}} = \frac{28}{\text{Total}}$$



Another way using distributive property :

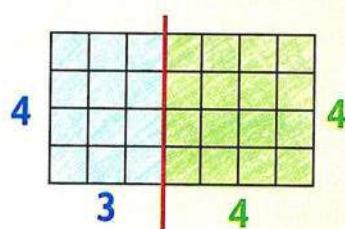
Split an array into two smaller arrays and add the products of the two arrays.

(There are more than one correct way to break apart an array).



$$\frac{4}{\text{rows}} \times \frac{2}{\text{in each row}} = 8$$

$$8 + 20 = 28$$



$$\frac{4}{\text{rows}} \times \frac{3}{\text{in each row}} = 12$$

$$12 + 16 = 28$$

From above :

$$4 \times 7 = (4 \times 2) + (4 \times 5)$$

$$4 \times 7 = (4 \times 3) + (4 \times 4)$$

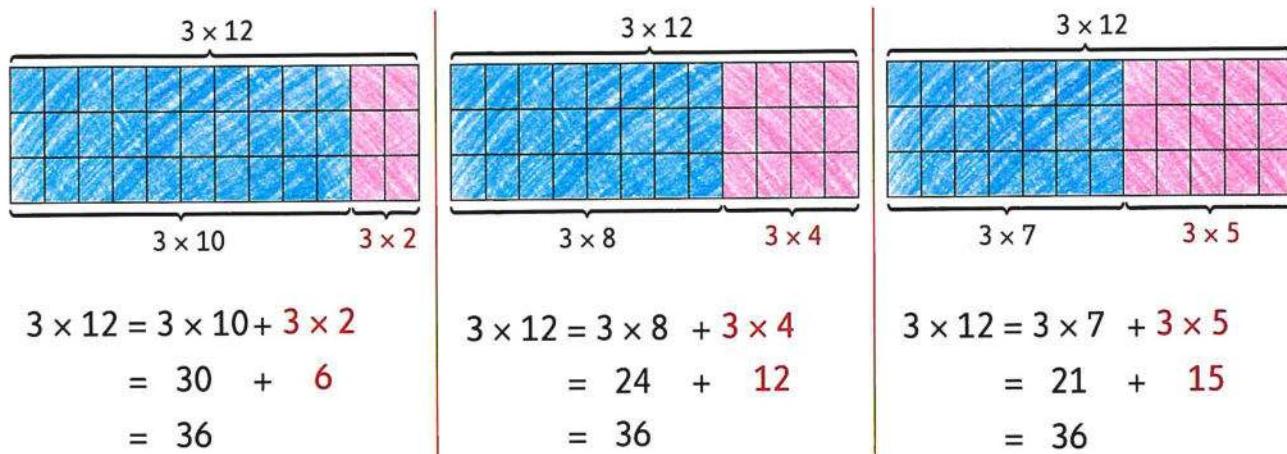
Notes for parents

- Remind your child the commutative property which says that : $4 \times 7 = 7 \times 4 = 28$.

Example ①

Find the product of 3×12 in 3 ways using distributive property.

Solution ✓



Example ②

Use the distributive property to complete the following.

a. $5 \times 8 = (5 \times 6) + (5 \times \underline{\hspace{2cm}})$ | b. $3 \times \underline{\hspace{2cm}} = (3 \times 5) + (3 \times 2)$

Solution ✓

a. $5 \times 8 = (5 \times 6) + (5 \times 2)$ [Hint : $8 = 6 + 2$]

b. $3 \times 7 = (3 \times 5) + (3 \times 2)$ [Hint : $7 = 5 + 2$]



Check

1. Find another way to split the same array.

Write the two equations of the two smaller arrays.

$\underline{\hspace{2cm}}$	$\underline{\hspace{2cm}}$	$\underline{\hspace{2cm}}$	$\underline{\hspace{2cm}}$
$\underline{\hspace{2cm}}$	$\underline{\hspace{2cm}}$	$\underline{\hspace{2cm}}$	$\underline{\hspace{2cm}}$
$\underline{\hspace{2cm}}$	$\underline{\hspace{2cm}}$	$\underline{\hspace{2cm}}$	$\underline{\hspace{2cm}}$
$\underline{\hspace{2cm}}$	$\underline{\hspace{2cm}}$	$\underline{\hspace{2cm}}$	$\underline{\hspace{2cm}}$

2. Complete the following.

a. $6 \times 8 = (6 \times 3) + (6 \times \underline{\hspace{2cm}})$

b. $2 \times 9 = (\underline{\hspace{2cm}} \times 5) + (2 \times \underline{\hspace{2cm}})$

c. $(3 \times 5) + (3 \times 6) = 3 \times \underline{\hspace{2cm}}$

d. $4 \times 7 = (4 \times \underline{\hspace{2cm}}) + (4 \times 6)$

Exercise

21

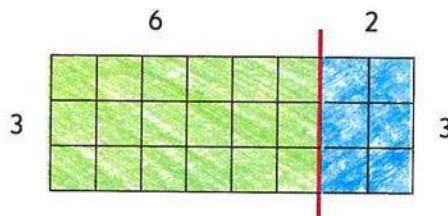
On Lessons 6 & 7

- Areas by splitting arrays
- Distributive property on multiplication

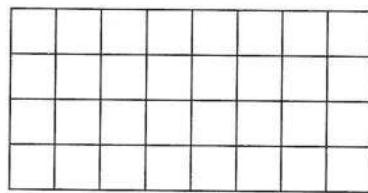
 From the school book

- 1** Split the following arrays into two smaller arrays and label the factors for each part as the example.

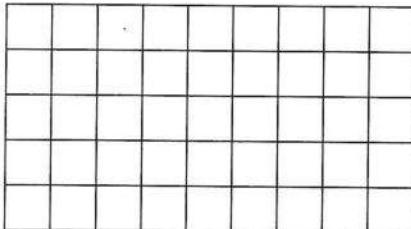
Example :



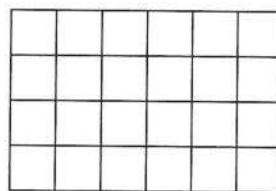
a. 



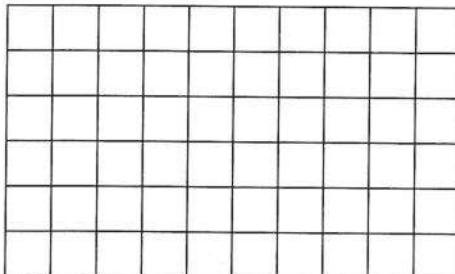
b.



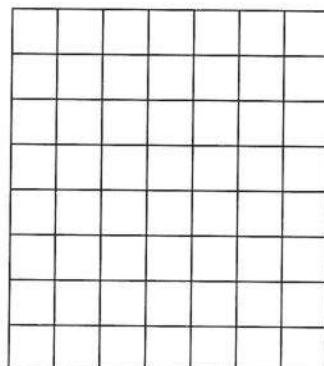
c. 



d. 

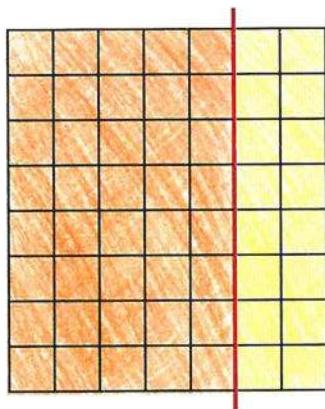


e.



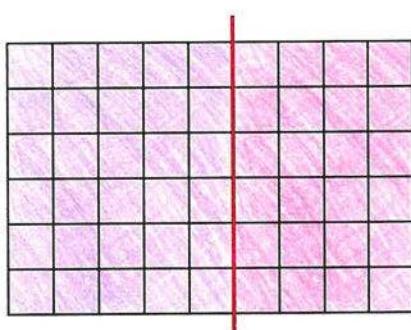
2 Write the distributive property equation of each.

a.



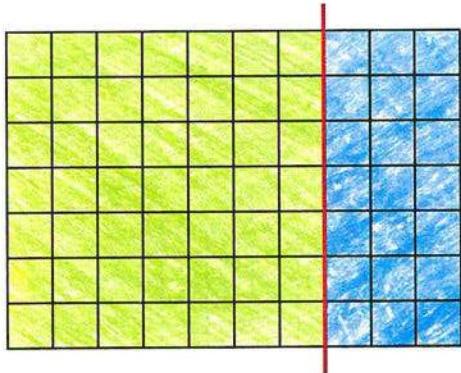
$$8 \times \boxed{\quad} = (\boxed{\quad} \times \boxed{\quad}) + (\boxed{\quad} \times \boxed{\quad})$$

b.

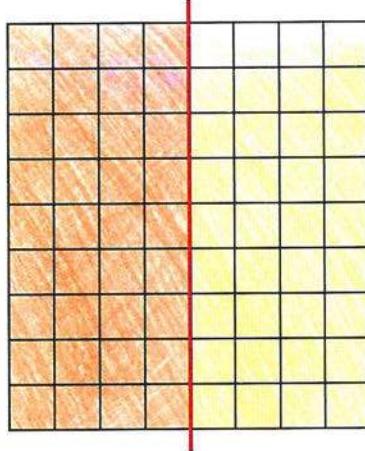


$$\boxed{\quad} \times \boxed{\quad} = (\boxed{\quad} \times \boxed{\quad}) + (\boxed{\quad} \times \boxed{\quad})$$

c.

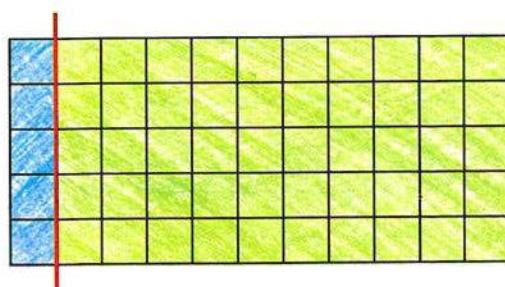


d.

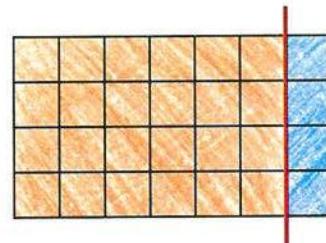


$$\boxed{\quad} \times \boxed{\quad} = (\boxed{\quad} \times \boxed{\quad}) + (\boxed{\quad} \times \boxed{\quad})$$

f.



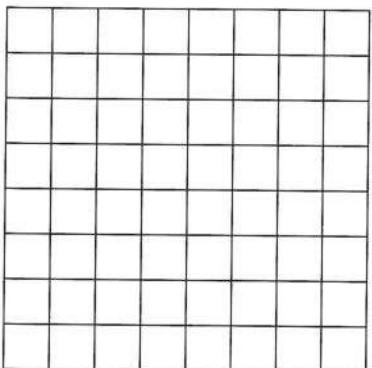
$$\boxed{\quad} \times \boxed{\quad} = (\boxed{\quad} \times \boxed{\quad}) + (\boxed{\quad} \times \boxed{\quad})$$



$$\boxed{\quad} \times \boxed{\quad} = (\boxed{\quad} \times \boxed{\quad}) + (\boxed{\quad} \times \boxed{\quad})$$

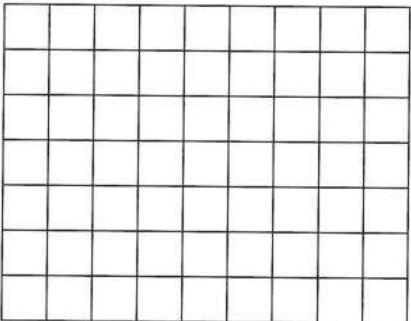
3 Split the following arrays according to the distributive property equations.

a.



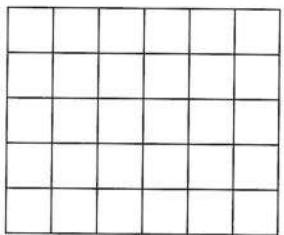
$$8 \times 8 = (8 \times 5) + (8 \times 3)$$

b.



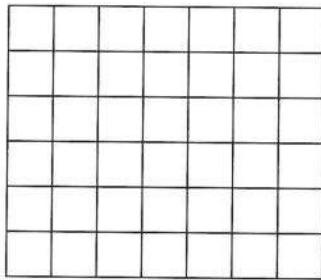
$$7 \times 9 = (7 \times 2) + (7 \times 7)$$

c.



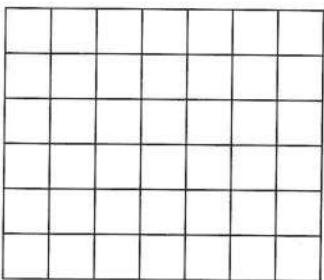
$$5 \times 6 = (5 \times 4) + (5 \times 2)$$

d.



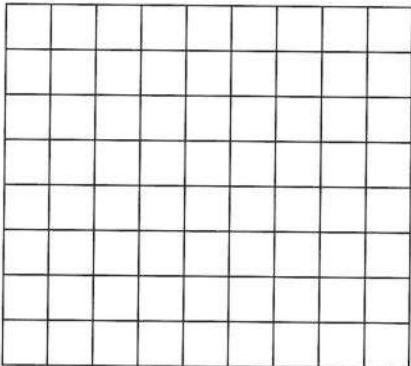
$$6 \times 7 = (6 \times 1) + (6 \times 6)$$

e.



$$6 \times 7 = (6 \times 3) + (6 \times 4)$$

f.



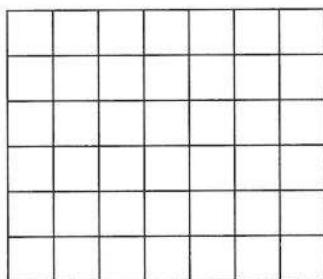
$$8 \times 9 = (8 \times 4) + (8 \times 5)$$



- 4** Split the arrays, using the distributive property write the equations.



a.



$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

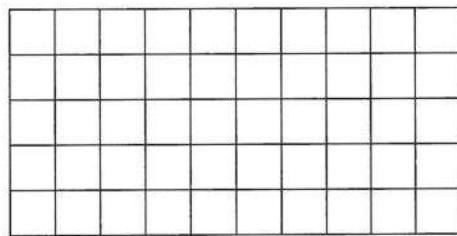
$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

$$\boxed{\quad} + \boxed{\quad} = \bigcirc$$

$$6 \times 7 = \bigcirc$$

$$6 \times 7 = (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad})$$

b.



$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

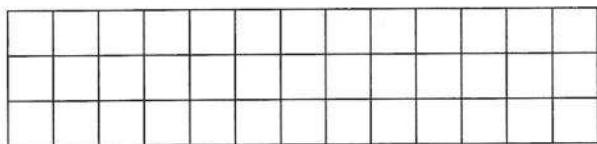
$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

$$\boxed{\quad} + \boxed{\quad} = \bigcirc$$

$$5 \times 10 = \bigcirc$$

$$5 \times 10 = (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad})$$

c.



$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

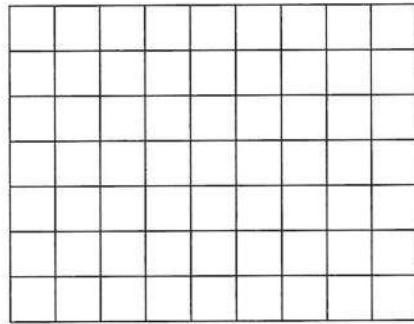
$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

$$\boxed{\quad} + \boxed{\quad} = \bigcirc$$

$$3 \times 13 = \bigcirc$$

$$3 \times 13 = (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad})$$

d.



$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

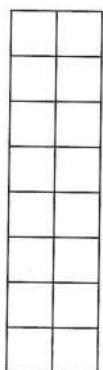
$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

$$\boxed{\quad} + \boxed{\quad} = \bigcirc$$

$$7 \times 9 = \bigcirc$$

$$7 \times 9 = (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad})$$

e. 📖



$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

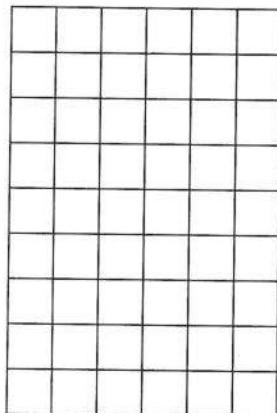
$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

$$\boxed{\quad} + \boxed{\quad} = \bigcirc$$

$$8 \times 2 = \bigcirc$$

$$8 \times 2 = (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad})$$

f. 📖



$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

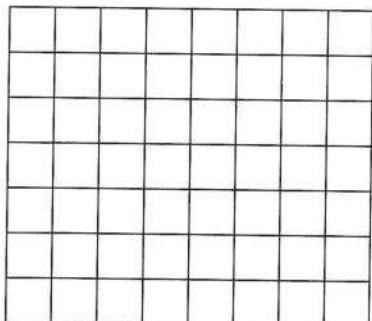
$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

$$\boxed{\quad} + \boxed{\quad} = \bigcirc$$

$$9 \times 6 = \bigcirc$$

$$9 \times 6 = (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad})$$

g. 📖



$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

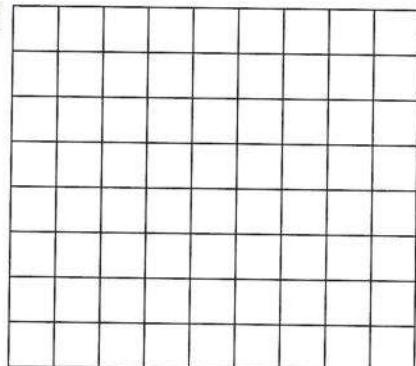
$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

$$\boxed{\quad} + \boxed{\quad} = \bigcirc$$

$$7 \times 8 = \bigcirc$$

$$7 \times 8 = (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad})$$

h. 📖



$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

$$\boxed{\quad} + \boxed{\quad} = \bigcirc$$

$$8 \times 9 = \bigcirc$$

$$8 \times 9 = (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad})$$

5 Use the distributive property to complete the following equations.

a. $3 \times 9 = (3 \times 6) + (3 \times \underline{\hspace{2cm}})$

b. $4 \times 7 = (4 \times 2) + (4 \times \underline{\hspace{2cm}})$

c. $6 \times 6 = (6 \times 5) + (6 \times \underline{\hspace{2cm}})$

d. $9 \times 13 = (9 \times 7) + (9 \times \underline{\hspace{2cm}})$

e. $9 \times 9 = (9 \times 4) + (\underline{\hspace{2cm}} \times \underline{\hspace{2cm}})$

f. $4 \times 8 = (4 \times 4) + (\underline{\hspace{2cm}} \times \underline{\hspace{2cm}})$

g. $5 \times 15 = (5 \times 5) + (\underline{\hspace{2cm}} \times \underline{\hspace{2cm}})$

h. $7 \times \underline{\hspace{2cm}} = (7 \times 6) + (7 \times 4)$

i. $8 \times 12 = (\underline{\hspace{2cm}} \times 2) + (8 \times \underline{\hspace{2cm}})$

j. $3 \times 11 = (\underline{\hspace{2cm}} \times 10) + (3 \times \underline{\hspace{2cm}})$

k. $7 \times 9 = (\underline{\hspace{2cm}} \times 4) + (7 \times \underline{\hspace{2cm}})$

l. $\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = (5 \times 6) + (5 \times 1)$

6 Use the distributive property to complete the following equations and find the total.

a. $6 \times 7 = (6 \times 2) + (6 \times \underline{\hspace{2cm}})$

= $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

b. $9 \times 8 = (9 \times 4) + (9 \times \underline{\hspace{2cm}})$

= $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

c. $4 \times 9 = (4 \times \underline{\hspace{2cm}}) + (\underline{\hspace{2cm}} \times 5)$

= $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

d. $12 \times 2 = (\underline{\hspace{2cm}} \times 1) + (\underline{\hspace{2cm}} \times 12)$

= $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

e. $10 \times 11 = (\underline{\hspace{2cm}} \times 10) + (\underline{\hspace{2cm}} \times 1)$

= $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

f. $5 \times 7 = (\underline{\hspace{2cm}} \times 6) + (\underline{\hspace{2cm}} \times \underline{\hspace{2cm}})$

= $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

g. $9 \times 6 = (\underline{\hspace{2cm}} \times 3) + (\underline{\hspace{2cm}} \times \underline{\hspace{2cm}})$

= $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

h. $3 \times 14 = (\underline{\hspace{2cm}} \times 4) + (\underline{\hspace{2cm}} \times \underline{\hspace{2cm}})$

= $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

7 Match.

a. 3×10

• $(4 \times 5) + (4 \times 4)$

b. 7×6

• $(3 \times 7) + (3 \times 3)$

c. 4×9

• $(7 \times 5) + (7 \times 1)$

d. 9×13

• $(6 \times 6) + (6 \times 5)$

e. 6×11

• $(9 \times 10) + (9 \times 3)$

8 Choose the correct answer.

a. $5 \times 11 = (5 \times 10) + (5 \times \underline{\hspace{2cm}})$ (1 or 5 or 10 or 11)

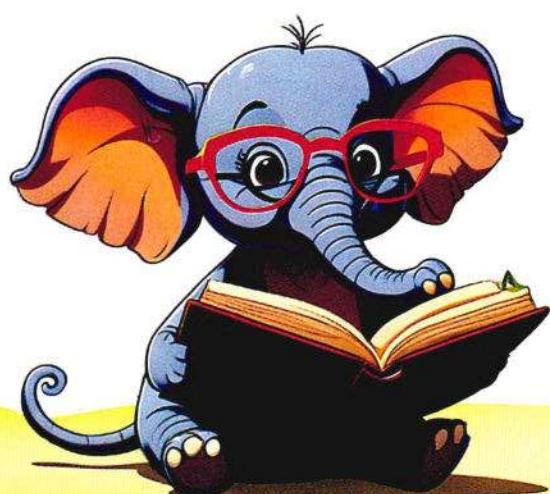
b. $7 \times \underline{\hspace{2cm}} = (7 \times 10) + (7 \times 3)$ (7 or 10 or 13 or 30)

c. $(4 \times 9) + (4 \times 6) = \underline{\hspace{2cm}} \times 15$ (4 or 6 or 9 or 15)

d. $6 \times 13 = (6 \times \underline{\hspace{2cm}}) + (6 \times 3)$ (3 or 6 or 10 or 13)

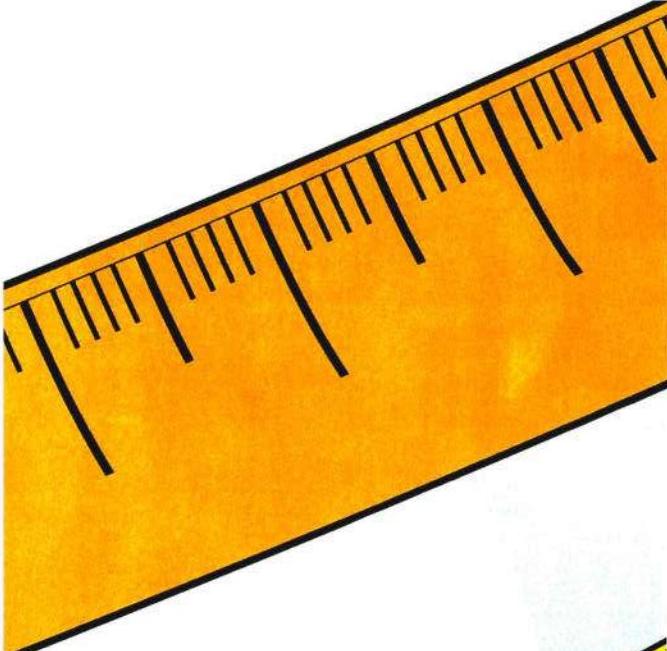
e. $4 \times 10 = (4 \times \triangle) + (4 \times \circ)$, then $\triangle + \circ = \underline{\hspace{2cm}}$ (4 or 6 or 8 or 10)

Place
a smiley
face



CHAPTER 5





Outcomes of chapter five :

At the end of chapter five, your child will be able to:

► **Lessons 1 & 2 :**

- **Perimeter of polygons**
- **Perimeter and area**

- Measure the lengths of sides of polygons in centimeters.
- Define perimeter.
- Calculate the perimeters of polygons in centimeters.
- Explain why perimeter is a linear measurement.
- Explain the difference between perimeter and area.
- Calculate the perimeter and area of given arrays with some units missing.

► **Lessons 3 & 4 :**

- **Area using dimensions**
- **Area using different strategies**

- Explain why area is not a linear measurement.
- Calculate the area of a rectangle given only the length and width.
- Describe the problem-solving strategies they used to solve area problems.
- Apply a variety of strategies to solve area problems.
- Explain the strategies they used to solve area problems.

► **Lessons 5 & 6 :**

- **Different perimeters for the same area**

- **Different areas for the same perimeter**

- Construct different rectangles with the same area.
- Compare the perimeters of rectangles with the same area but different dimensions.
- Construct different rectangles with the same perimeter.
- Compare the areas of rectangles with the same perimeter but different dimensions.

► **Lesson 7 :**

- **Applications on perimeter and area**

- Apply strategies to solve real-world area and perimeter problems.
- Apply his/her understanding of area and perimeter to write story problems.

► **Lesson 8 :**

- **Multiplying by multiples of 10**

- Multiply by 10 and multiples of 10.
- Identify and explain patterns observed when multiplying by 10s.

Lessons 1 & 2

- Perimeter of polygons
- Perimeter and area



Learn 1 Perimeter of a polygon

○ The perimeter is the distance around a figure or a polygon.

○ **First :**

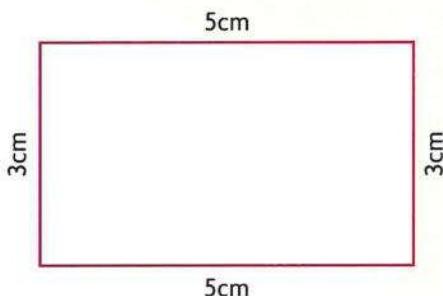
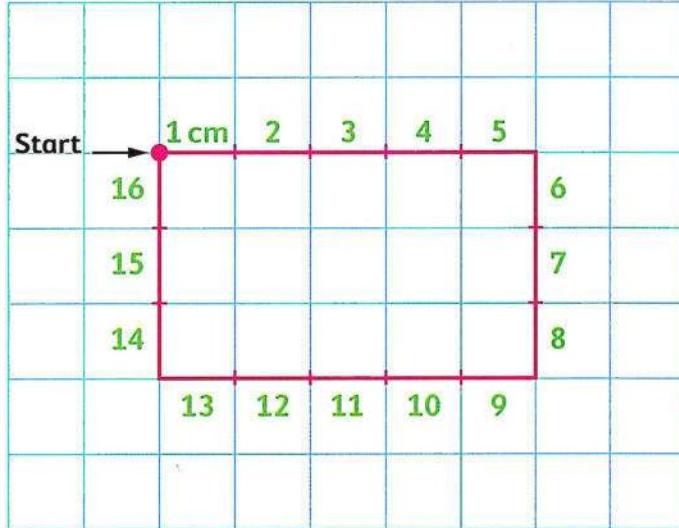
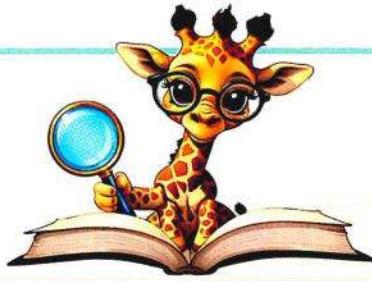
You can find the perimeter by counting the units along the outside of the figure.

The perimeter of the opposite figure = 16 cm

○ **Second :**

You can find the perimeter by adding all the side lengths of the polygon.

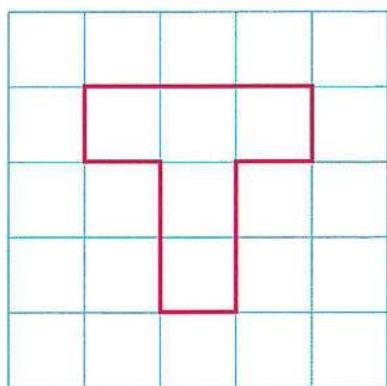
The perimeter of the opposite figure
 $= 5 + 3 + 5 + 3 = 16 \text{ cm}$



Example 1

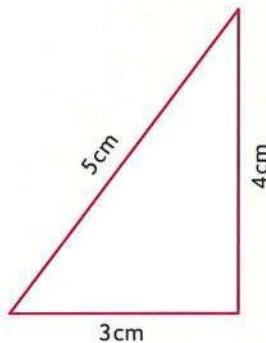
Find the perimeter of each figure.

a.



$$\text{Perimeter} = \underline{\hspace{2cm}} \text{ units.}$$

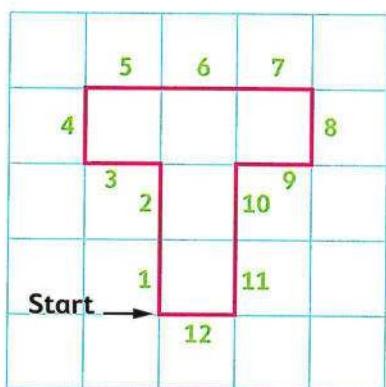
b.



$$\text{Perimeter} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ cm}$$

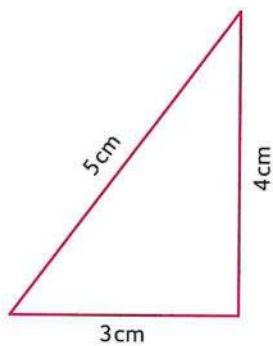
Solution

a.



$$\text{Perimeter} = 12 \text{ units.}$$

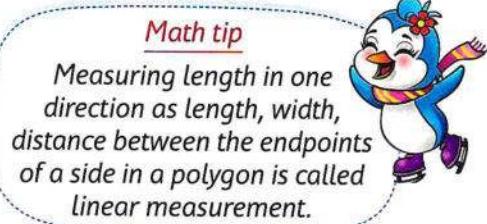
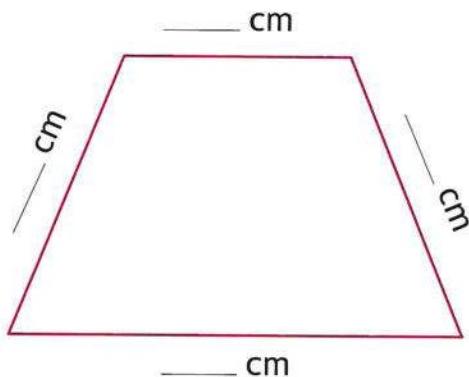
b.



$$\text{Perimeter} = 3 + 4 + 5 = 12 \text{ cm}$$

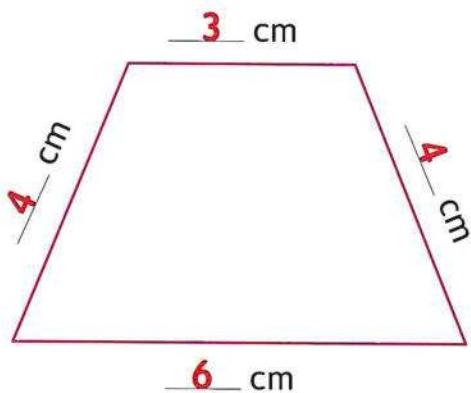
Example ②

Measure each side. Add to find the perimeter.

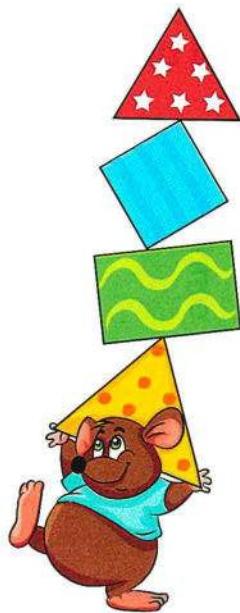


$$\text{Perimeter} = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \text{ cm}$$

Solution



$$\text{Perimeter} = 3 + 4 + 4 + 6 = 17 \text{ cm}$$



- Let your child use a centimeter ruler to measure the perimeter of a book.



Learn 2 Perimeter and area

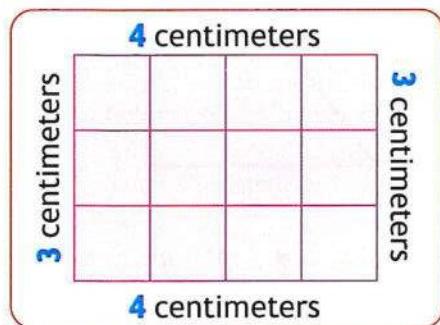
What is the perimeter and the area of this shape?



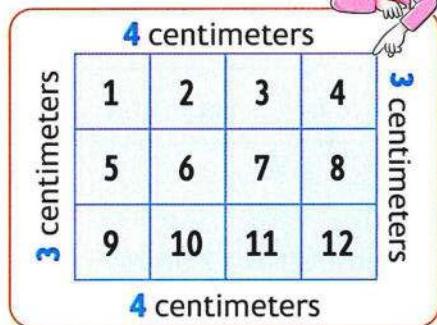
The difference between the perimeter and the area :

* **Perimeter** : Measurement of the distance **around** the shape.

* **Area** : Measurement of the space **inside** the shape.



$$\text{Perimeter} = 4 + 3 + 4 + 3 \\ = 14 \text{ centimeters.}$$

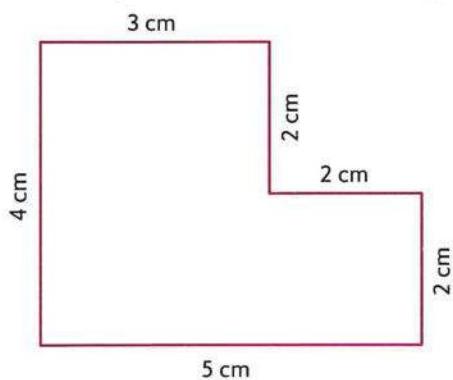


$$\text{Area} = 12 \text{ square centimeters.}$$

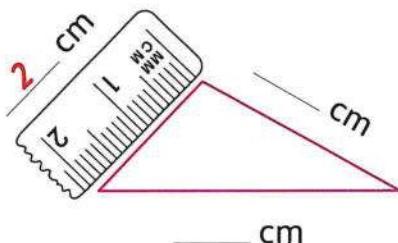
Check



1. Find the perimeter of each figure.

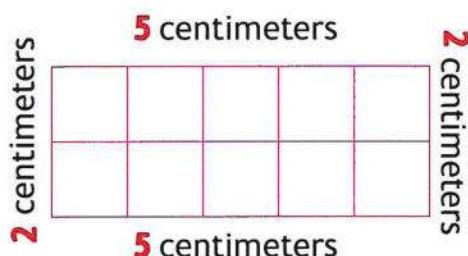


○ Perimeter = ____ cm



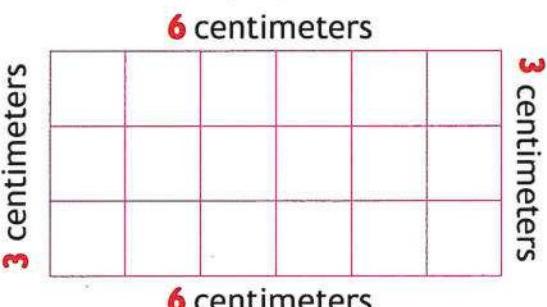
○ Perimeter = ____ cm

2. Find the perimeter and the area of each of the following figures.



○ Perimeter = ____ + ____ + ____ + ____ = ____ cm

○ Area = ____ square centimeters.



○ Perimeter = ____ + ____ + ____ + ____ = ____ cm

○ Area = ____ square centimeters.

Exercise

22

On Lessons 1 & 2

- Perimeter of polygons
- Perimeter and area

 From the school book

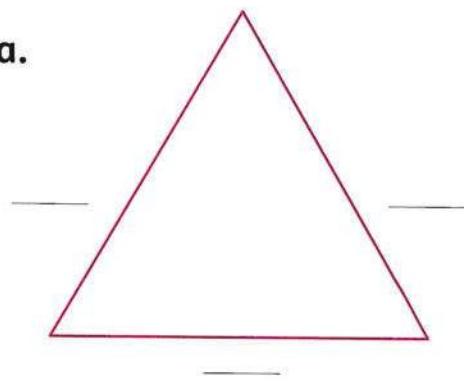
1 Measure each side and find the perimeter of each polygon.

then , **①** Color the polygon with the greatest perimeter in red.

② Color the polygon with the smallest perimeter in green.

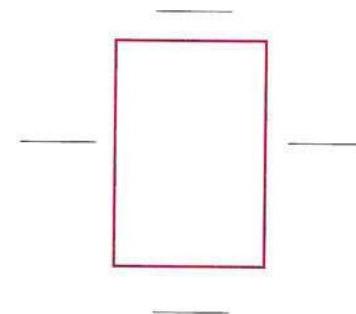
③ Color the polygon with the same perimeter in blue.

a.



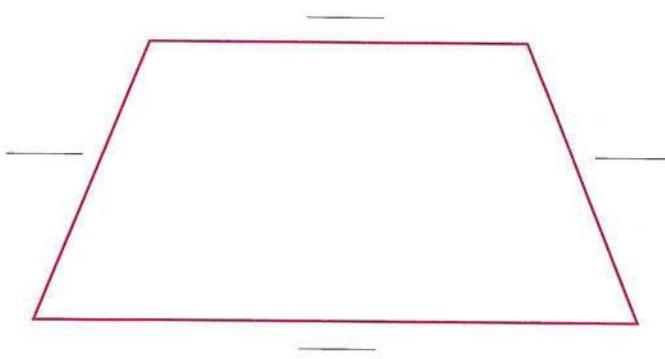
$$\begin{aligned}\text{Perimeter} &= \underline{\quad} + \underline{\quad} + \underline{\quad} \\ &= \underline{\quad} \text{ cm}\end{aligned}$$

b.



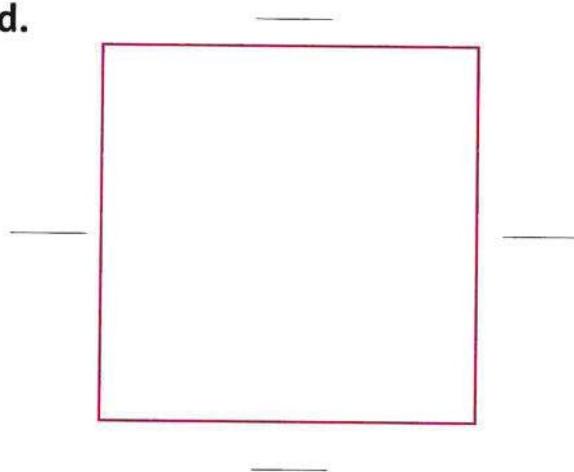
$$\begin{aligned}\text{Perimeter} &= \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} \\ &= \underline{\quad} \text{ cm}\end{aligned}$$

c.

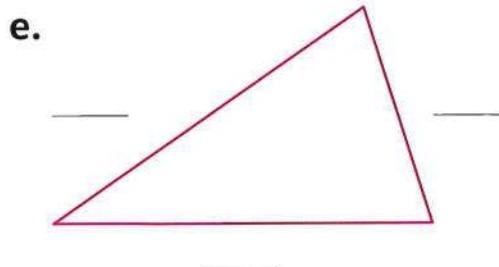


$$\begin{aligned}\text{Perimeter} &= \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} \\ &= \underline{\quad} \text{ cm}\end{aligned}$$

d.

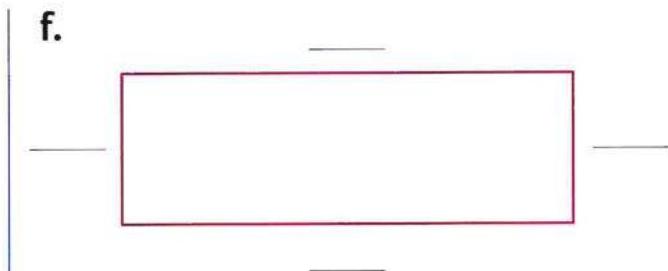


$$\begin{aligned}\text{Perimeter} &= \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} \\ &= \underline{\quad} \text{ cm}\end{aligned}$$



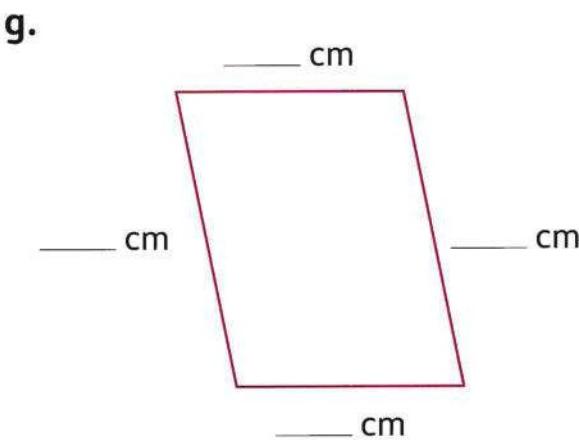
$$\text{Perimeter} = \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$= \underline{\quad} \text{ cm}$$



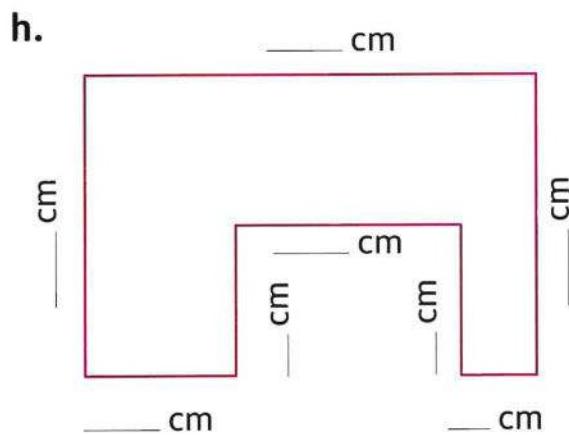
$$\text{Perimeter} = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$= \underline{\quad} \text{ cm}$$



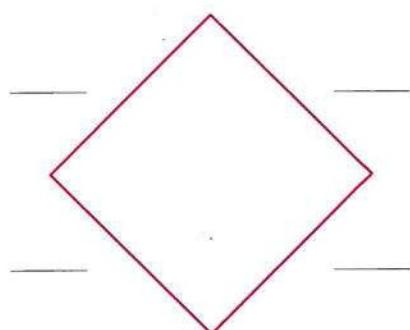
$$\text{Perimeter} = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$= \underline{\quad} \text{ cm}$$



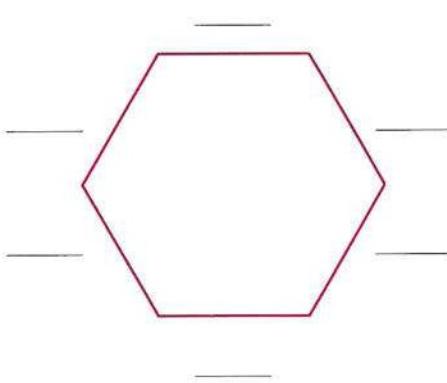
$$\text{Perimeter} = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$+ \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \text{ cm}$$



$$\text{Perimeter} = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$= \underline{\quad} \text{ cm}$$



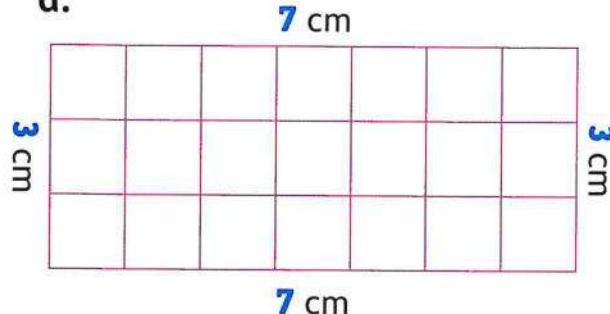
$$\text{Perimeter} = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$+ \underline{\quad} + \underline{\quad} = \underline{\quad} \text{ cm}$$

2 Find the perimeter and the area of each of the following figures.



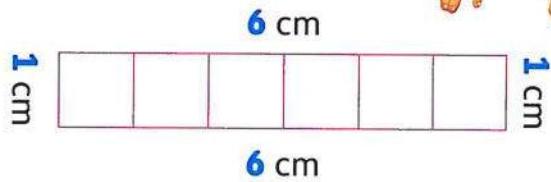
a.



$$\text{Perimeter} = \underline{\hspace{2cm}} \text{ cm}$$

$$\text{Area} = \underline{\hspace{2cm}} \text{ square centimeters}$$

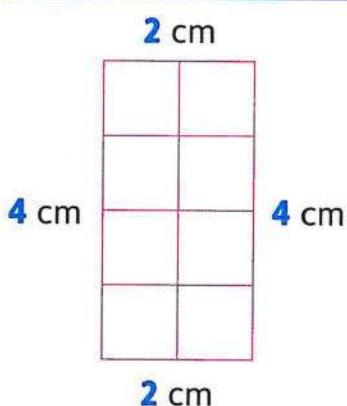
b.



$$\text{Perimeter} = \underline{\hspace{2cm}} \text{ cm}$$

$$\text{Area} = \underline{\hspace{2cm}} \text{ square centimeters}$$

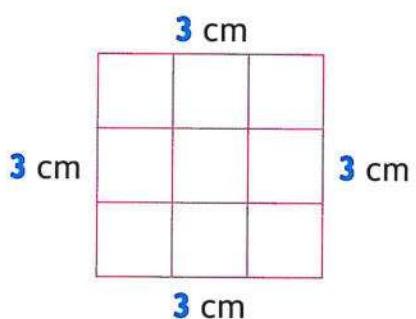
c.



$$\text{Perimeter} = \underline{\hspace{2cm}} \text{ cm}$$

$$\text{Area} = \underline{\hspace{2cm}} \text{ square centimeters}$$

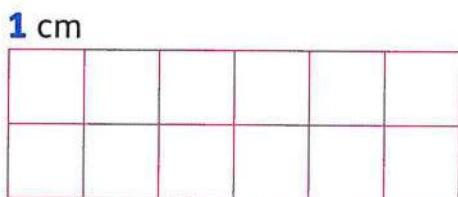
d.



$$\text{Perimeter} = \underline{\hspace{2cm}} \text{ cm}$$

$$\text{Area} = \underline{\hspace{2cm}} \text{ square centimeters}$$

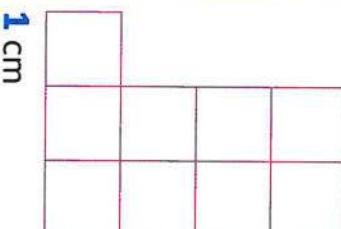
e.



$$\text{Perimeter} = \underline{\hspace{2cm}} \text{ cm}$$

$$\text{Area} = \underline{\hspace{2cm}} \text{ square centimeters}$$

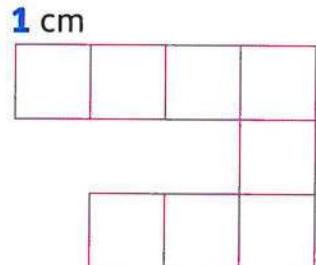
f.



$$\text{Perimeter} = \underline{\hspace{2cm}} \text{ cm}$$

$$\text{Area} = \underline{\hspace{2cm}} \text{ square centimeters}$$

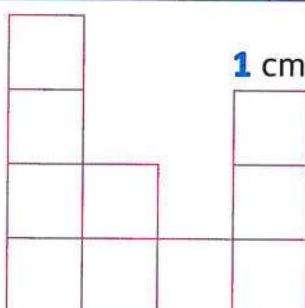
g.



$$\text{Perimeter} = \underline{\hspace{2cm}} \text{ cm}$$

$$\text{Area} = \underline{\hspace{2cm}} \text{ square centimeters}$$

h.

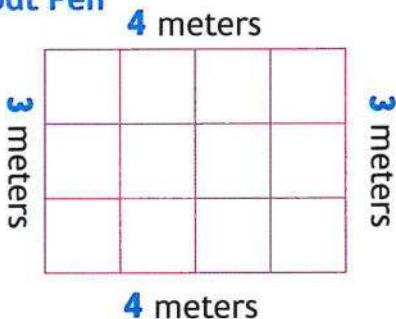


$$\text{Perimeter} = \underline{\hspace{2cm}} \text{ cm}$$

$$\text{Area} = \underline{\hspace{2cm}} \text{ square centimeters}$$

3 Solve the perimeter and area problems below.

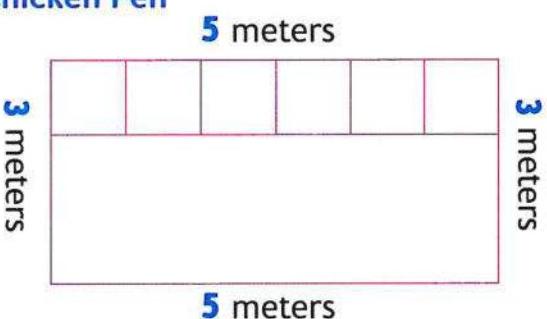
a. Goat Pen



Perimeter = _____ meters

Area = _____ square meters

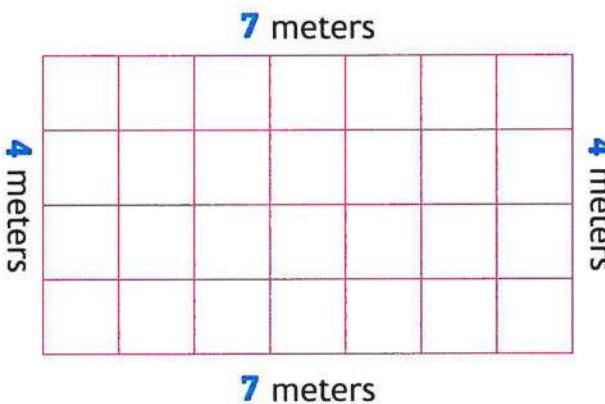
b. Chicken Pen



Perimeter = _____ meters

Area = _____ square meters

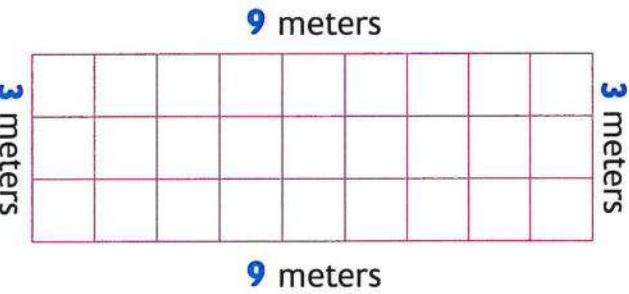
c. A New Goat Pen



Perimeter = _____ meters

Area = _____ square meters

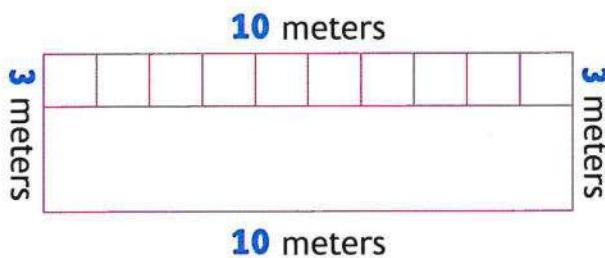
d. Cattle Pen



Perimeter = _____ meters

Area = _____ square meters

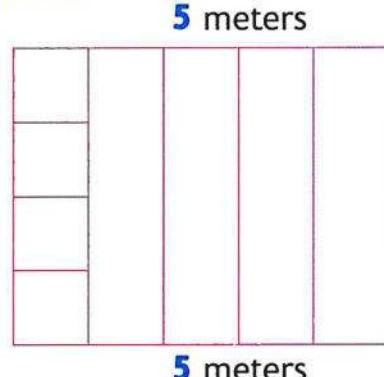
e. Sheep Pen



Perimeter = _____ meters

Area = _____ square meters

f. Duck Pen



Perimeter = _____ meters

Area = _____ square meters

Answer :

- g. How much fencing would you need to make ALL of these pens ? _____
 h. How many square meters of space would the animals have if you combined ALL of the pens ? _____

4 Look at the picture. Then answer.

a. What is the area of the backyard ?

_____ square meters

Consider the side length
of the small square on
the grid is 1 meter.

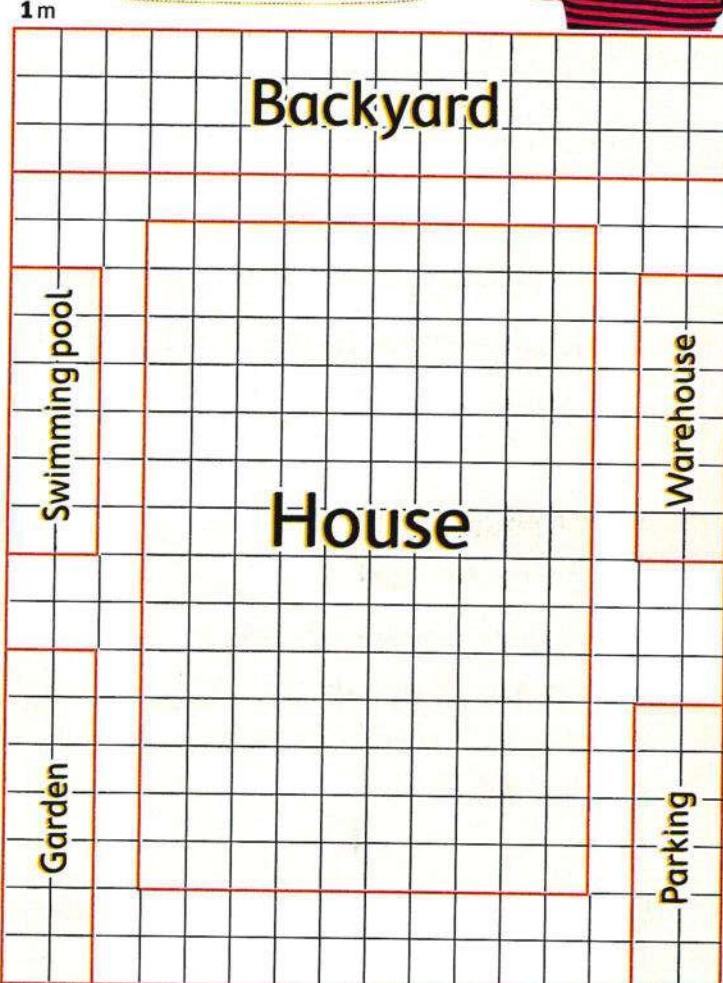


b. What is the perimeter of the house ?

_____ meters

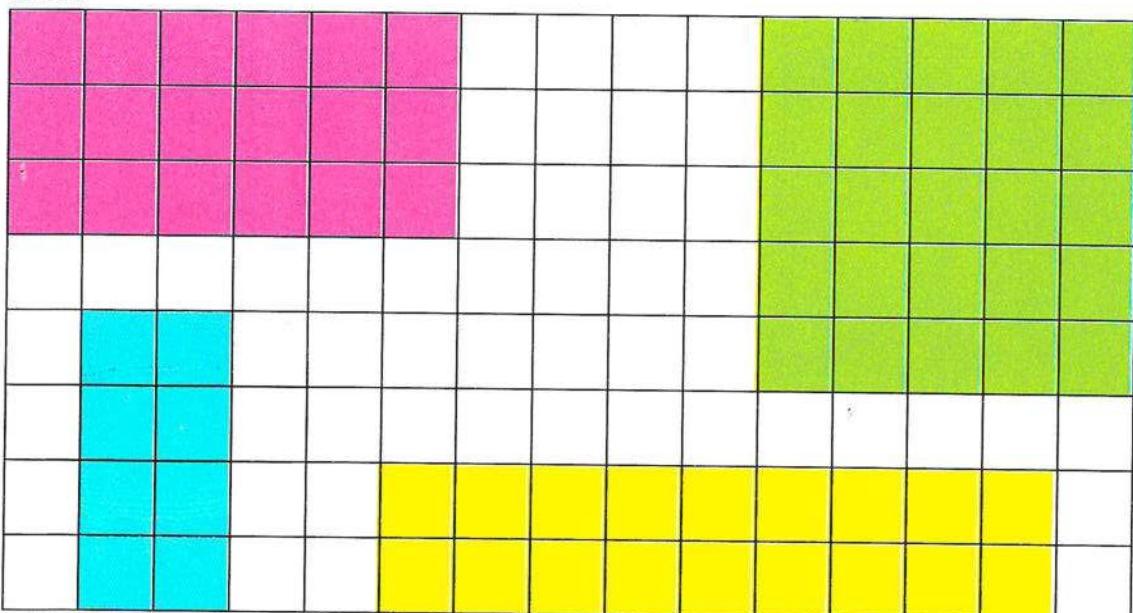
c. Are the area of warehouse
and the area of garden equal ?
Show your work.

d. Are the perimeter of parking
and the perimeter of
swimming pool equal ?
Show your work.



5 Look at the picture. Complete the table. Then answer.

1 cm



Region	Perimeter in centimeters	Area in square centimeters
Red	_____	_____
Green	_____	_____
Blue	_____	_____
Yellow	_____	_____

a. What is the color of the greatest region in area ? _____

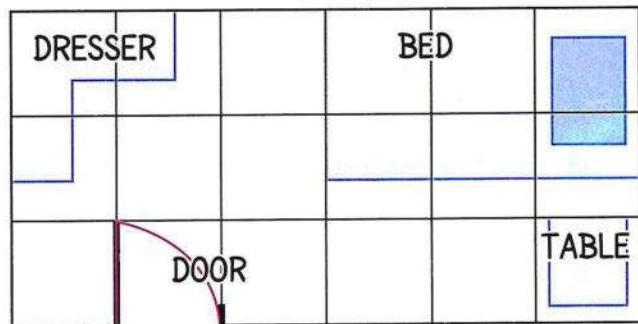
b. Arrange the perimeters of regions in an ascending order.

Order is _____ , _____ , _____ , _____

Challenge



- 6 Laila wants to put a new desk in her room. She drew a picture of her room to help figure out where it will fit



Does Laila have space for her new desk ? _____

Color where could she put it.

DESK



Lessons 3 & 4

- Area using dimensions
- Area using different strategies



Learn 1

Area of rectangle given its dimensions

Instead of counting square units, you can use a formula to find the area of rectangle.



For example :

The dimensions of the rectangle are

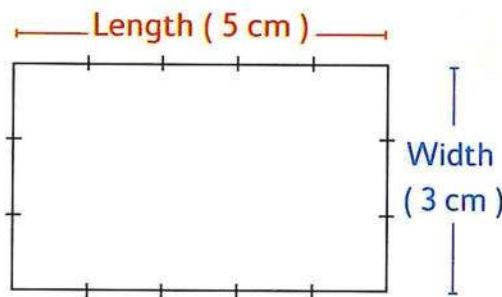
5 cm (Length) and 3 cm (Width)

$$\text{Area} = \text{Length} \times \text{Width}$$

$$= 5 \times 3$$

$$= 15 \text{ square centimeters}$$

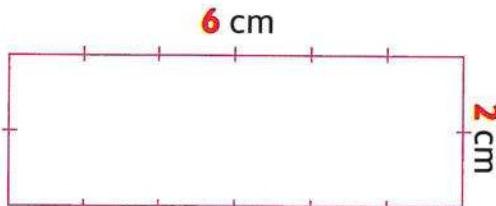
Formula of area of a rectangle



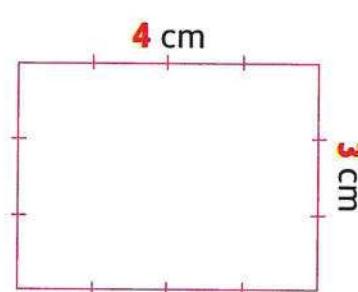
Check



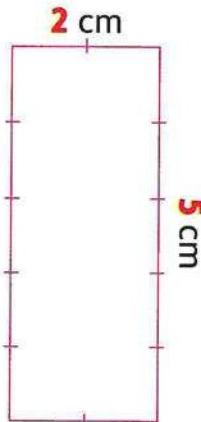
Find the area of each figure.



$$\begin{aligned}\text{Area} &= \underline{\quad} \times \underline{\quad} \\ &= \underline{\quad} \text{ square centimeters.}\end{aligned}$$



$$\begin{aligned}\text{Area} &= \underline{\quad} \times \underline{\quad} \\ &= \underline{\quad} \text{ square centimeters.}\end{aligned}$$



$$\begin{aligned}\text{Area} &= \underline{\quad} \times \underline{\quad} \\ &= \underline{\quad} \text{ square centimeters.}\end{aligned}$$

Notes for parents

- Help your child find the area of a rectangle using formula.



Learn 2 Calculating the area using different strategies

○ Ahmed wants to put artificial grass in his garden.

The garden is a rectangle

5 meters long and **3** meters wide.

How many square meters of artificial grass does Ahmed need?



○ To find how many square meters of artificial grass, find area of the floor.

○ There are different strategies to find the area of the rectangle.

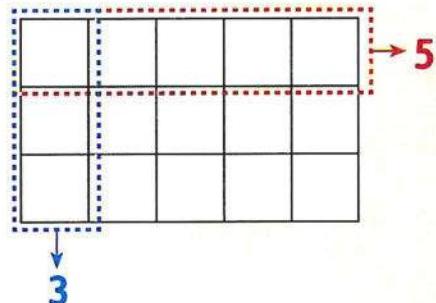
Strategy 1

5 columns					
3 rows	1	2	3	4	5
	6	7	8	9	10
	11	12	13	14	15

Count all of the squares in the array.

$$\text{Area} = \mathbf{15} \text{ square meters}$$

Strategy 2

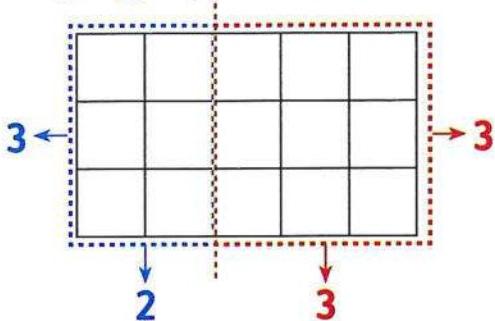


Add

$$5 + 5 + 5 = \mathbf{15} \text{ or } 3 + 3 + 3 + 3 + 3 = \mathbf{15}$$

$$\text{Area} = \mathbf{15} \text{ square meters}$$

Strategy 3

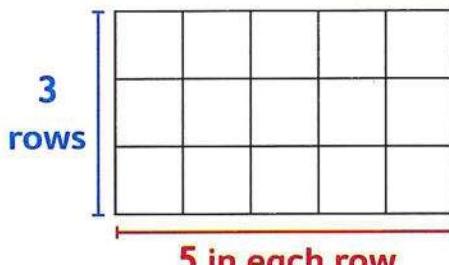


Split the array into two smaller arrays.

Solve both and add the sums.

$$\begin{aligned} \text{Area} &= 3 \times 5 = (3 \times 2) + (3 \times 3) \\ &= 6 + 9 = \mathbf{15} \text{ square meters} \end{aligned}$$

Strategy 4



Multiply units "Formula of area of a rectangle".

$$\text{Area} = 3 \times 5 = \mathbf{15} \text{ square meters}$$

Exercise

23

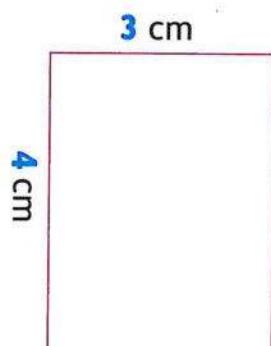
On Lessons 3 & 4

- Area using dimensions
- Area using different strategies

 From the school book

1 Find the area of each figure.

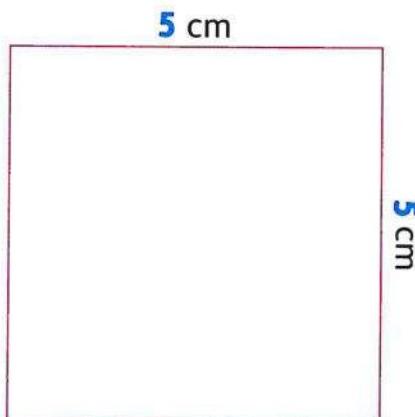
a.



$$\text{Area} = \underline{\quad} \times \underline{\quad}$$

$$= \underline{\quad} \text{ square centimeters.}$$

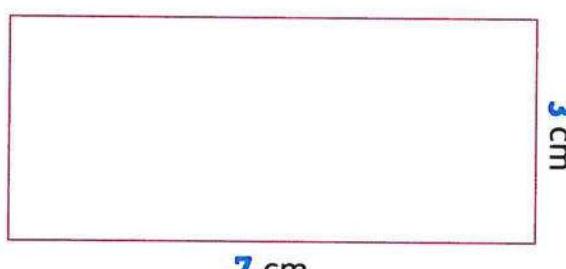
b.



$$\text{Area} = \underline{\quad} \times \underline{\quad}$$

$$= \underline{\quad} \text{ square centimeters.}$$

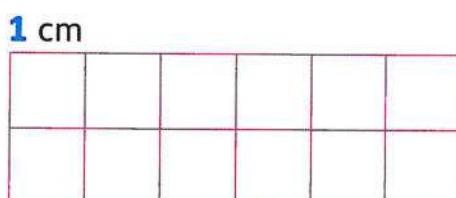
c.



$$\text{Area} = \underline{\quad} \times \underline{\quad}$$

$$= \underline{\quad} \text{ square centimeters.}$$

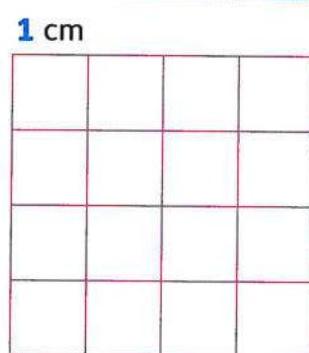
d.



$$\text{Area} = \underline{\quad} \times \underline{\quad}$$

$$= \underline{\quad} \text{ square centimeters.}$$

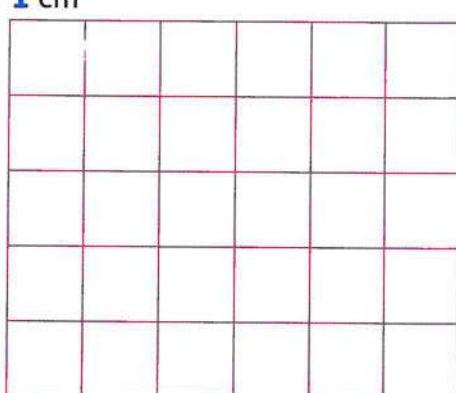
e.



$$\text{Area} = \underline{\quad} \times \underline{\quad}$$

$$= \underline{\quad} \text{ square centimeters.}$$

f.

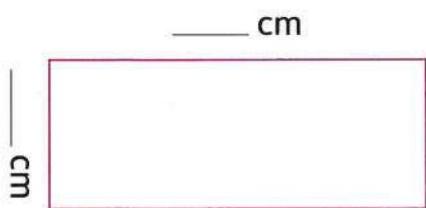


$$\text{Area} = \underline{\quad} \times \underline{\quad}$$

$$= \underline{\quad} \text{ square centimeters.}$$

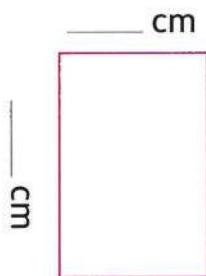
2 Use a centimeter ruler to measure the side lengths. Then find the area of each figure.

a.



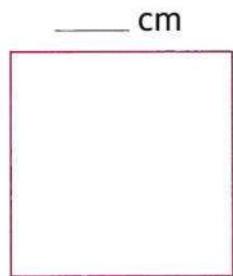
$$\text{Area} = \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} \\ = \underline{\hspace{1cm}} \text{ square centimeters.}$$

b.



$$\text{Area} = \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} \\ = \underline{\hspace{1cm}} \text{ square centimeters.}$$

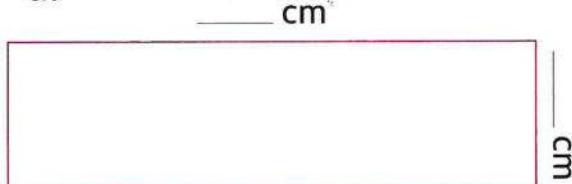
c.



$$\text{Area} = \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} \\ = \underline{\hspace{1cm}} \text{ square centimeters.}$$

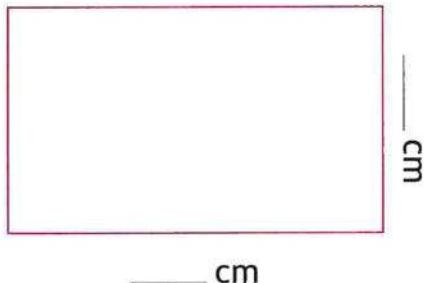
3 Find the area of each figure. Then color the figure with the greatest area in red.

a.



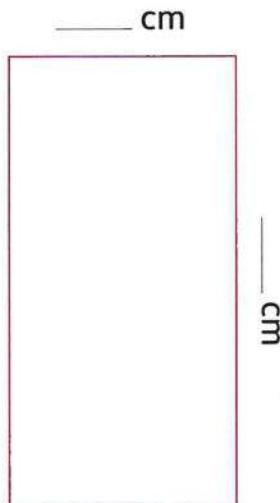
$$\text{Area} = \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} \\ = \underline{\hspace{1cm}} \text{ square centimeters.}$$

b.



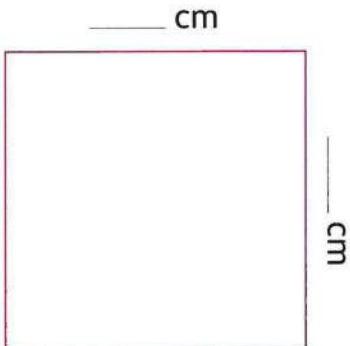
$$\text{Area} = \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} \\ = \underline{\hspace{1cm}} \text{ square centimeters.}$$

c.



$$\text{Area} = \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} \\ = \underline{\hspace{1cm}} \text{ square centimeters.}$$

d.



$$\text{Area} = \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} \\ = \underline{\hspace{1cm}} \text{ square centimeters.}$$

4 Find the space areas in the parking. Then write the name of each main transport below its suitable space.

○ **Car** > 18 square meters.



○ **Motorcycle** < 8 square meters.



○ **Lorry** < 30 square meters.

but > 26 square meters.



○ **Bus** > 20 square meters.



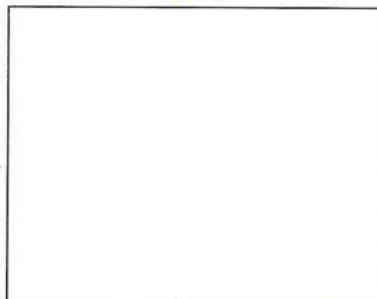
8 m



Area = _____

Name : _____

5 m



Area = _____

Name : _____

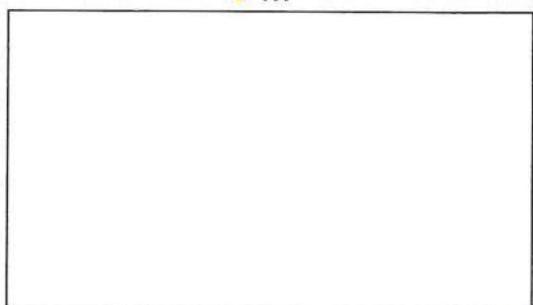
4 m



Area = _____

Name : _____

7 m



Area = _____

Name : _____

5 Find the area of each figure in two ways.

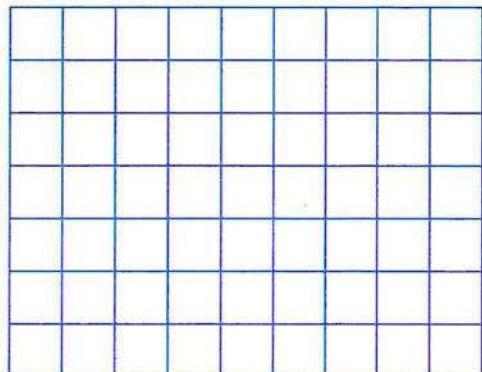
a.

Way 1

Area = _____ square units.

Way 2

Area = _____ square units.



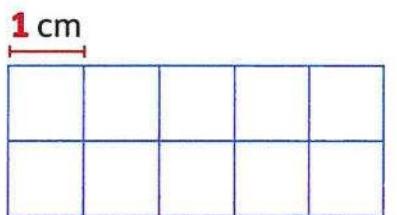
b.

Way 1

Area = _____ square centimeters.

Way 2

Area = _____ square centimeters.



c.

Way 1

Area = _____ square units.

Way 2

Area = _____ square units.

3 units

6 units



d.

Way 1

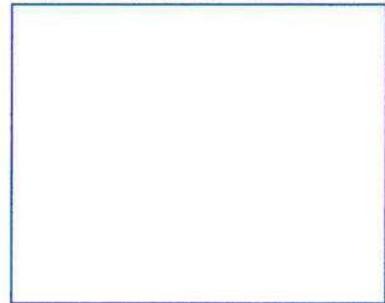
Area = _____ square centimeters.

Way 2

Area = _____ square centimeters.

5 cm

4 cm



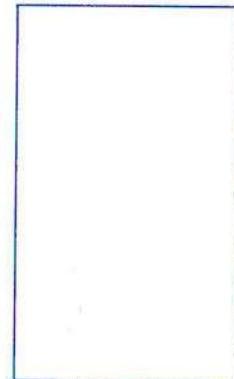
e.

Way 1

Area = _____ square centimeters.

Way 2

Area = _____ square centimeters.

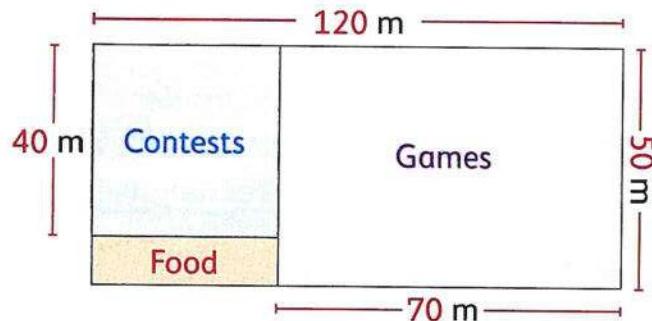


You should measure side lengths of the rectangle first.



Challenge

- 6 The opposite figure shows how a school field was sectioned off for the end-of-year picnic.
What is the area of food section in square meters ? _____



Place a smiley face



Lessons 5 & 6

- Different perimeters for the same area
 - Different areas for the same perimeter



Learn 1 Different perimeters for the same area

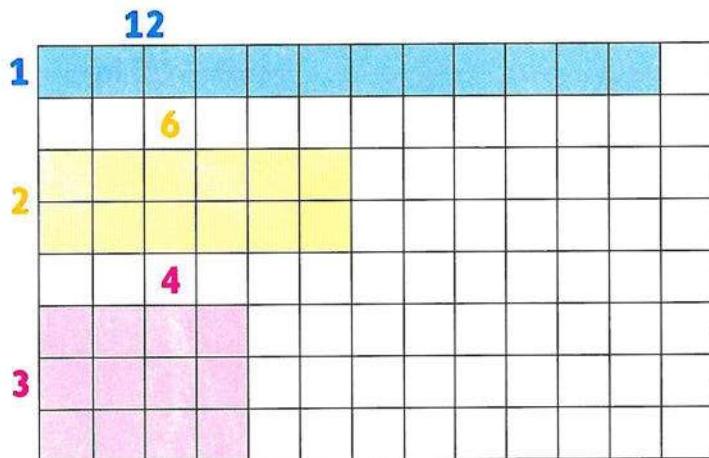
- Amgad wants to plant a rectangular flower garden in his backyard.

The area of the garden has to be 12 square meters , and he wants to use the least amount of fencing possible.

How long should he make each side so that the perimeter of the garden is as small as possible?



- Using the grid below (consider each square side on the grid = 1 meter), draw possible rectangles that have an area of 12 square units , then find the perimeter of each rectangle.



$$\begin{aligned}\text{Perimeter} &= 1 + 12 + 1 + 12 \\ &= 26 \text{ length units}\end{aligned}$$

$$\begin{aligned}\text{Perimeter} &= 2 + 6 + 2 + 6 \\ &= 16 \text{ length units}\end{aligned}$$

$$\begin{aligned}\text{Perimeter} &= 3 + 4 + 3 + 4 \\ &= 14 \text{ length units}\end{aligned}$$

- Order the perimeters : $26 > 16 > 14$
14 meters is the smallest perimeter.
 - So, to have a garden with the smallest perimeter possible Amgad should make a rectangle with sides 3 m, 4 m long.

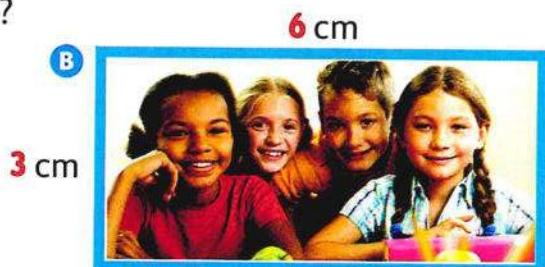
When you make different rectangles with the same area, the perimeter does not stay the same.





Learn 2 Different areas for the same perimeter

- Shady is framing three pictures with the same perimeter 18 cm
- Does he need the same number of square centimeters of glass for each picture?



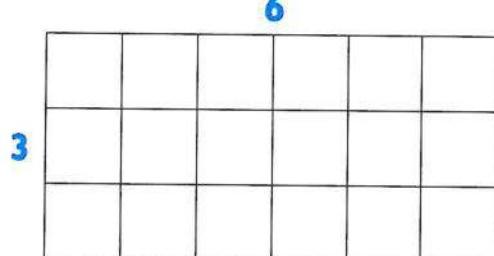
- To find how much glass he needs, find the area of each picture.

Picture A



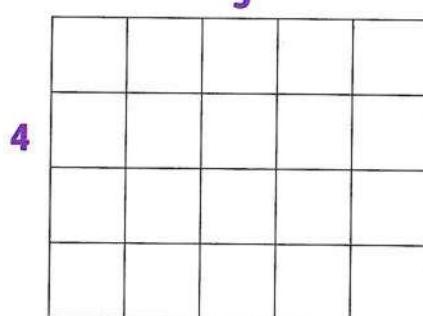
$$\text{Area} = 14 \text{ square cm}$$

Picture B



$$\text{Area} = 18 \text{ square cm}$$

Picture C



$$\text{Area} = 20 \text{ square cm}$$

When you make different rectangles with the same perimeter, the area does not stay the same.



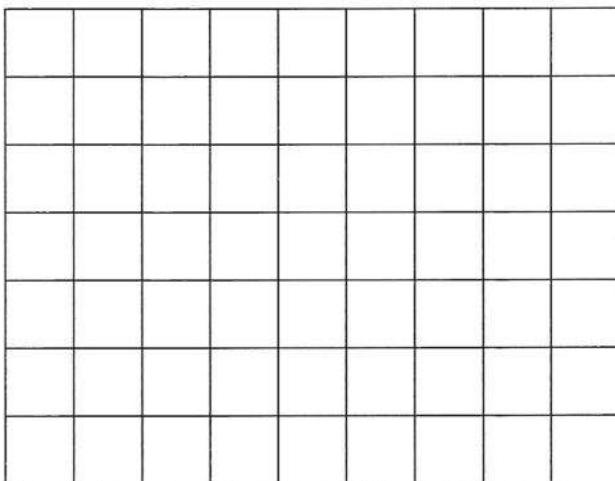
- So, Shady needs different number of square centimeters of glass.

Notes for parents

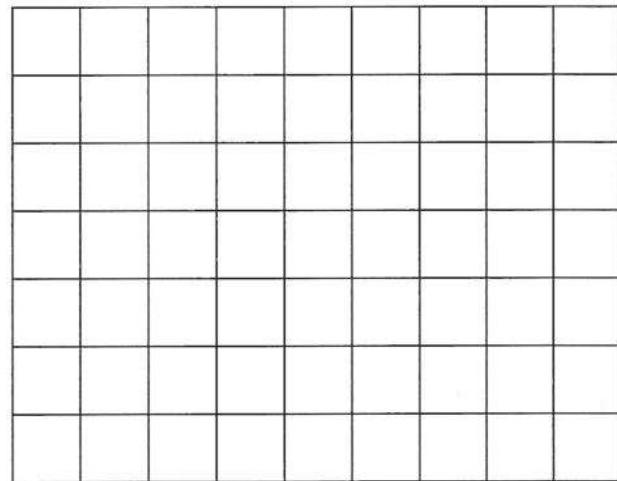
- Help your child calculate the areas of rectangles using different strategies.

Check

- 1.** Using the grid below , draw two different rectangles have an area of 16 square units. Then find the perimeter of each rectangle.

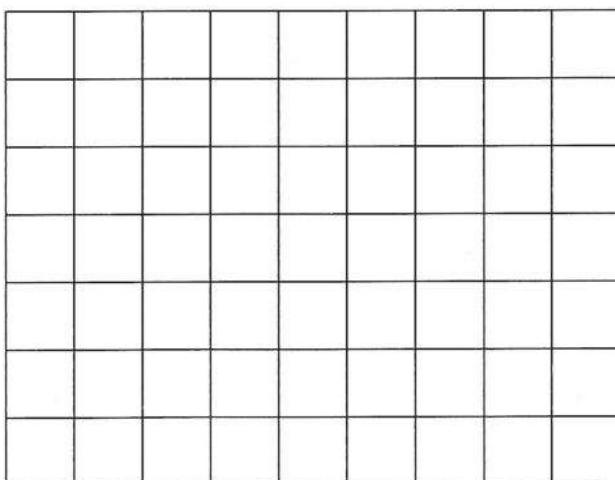


Perimeter = _____

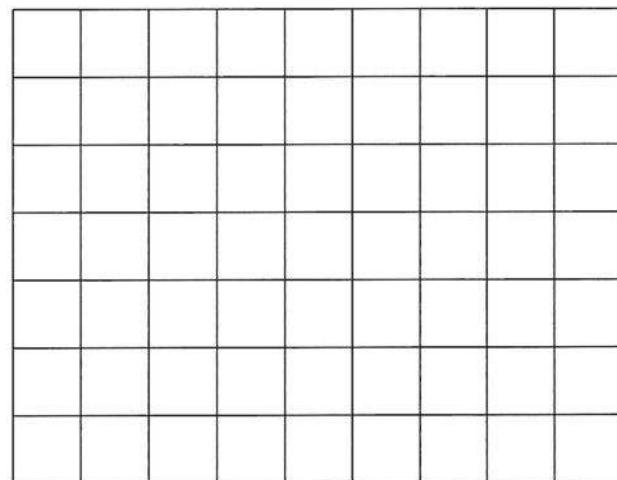


Perimeter = _____

- 2.** Using the grid below , draw two different rectangles have a perimeter of 16 units. Then find the area of each rectangle.



Area = _____



Area = _____

Exercise

24

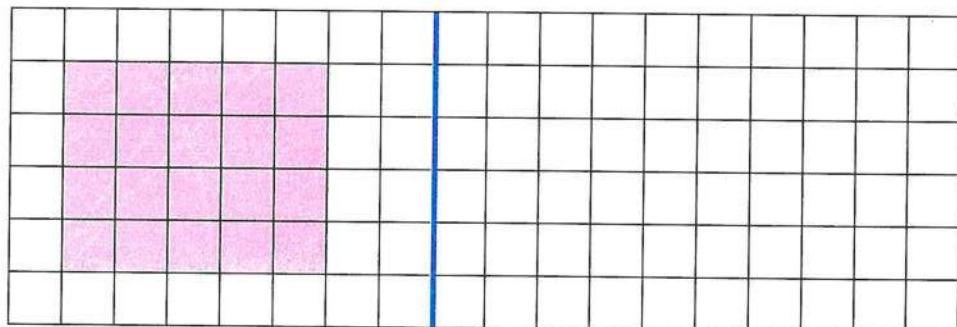
On Lessons 5 & 6

- Different perimeters for the same area
- Different areas for the same perimeter

 From the school book

- 1 Find the area and the perimeter of the drawn rectangle. Then draw another rectangle with the same area but a different perimeter in each grid and calculate it.

a.



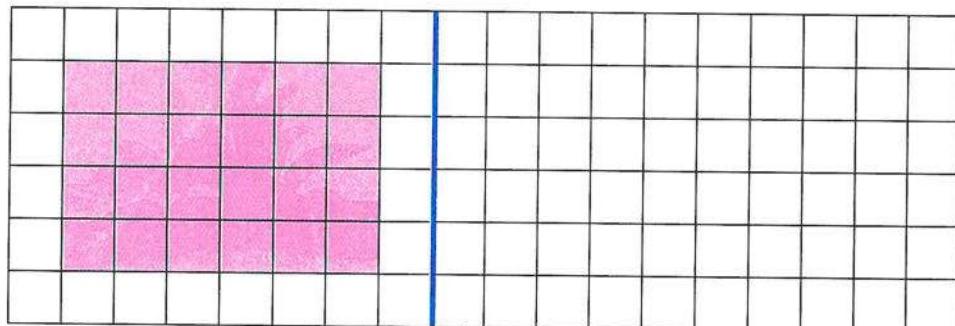
Area = _____

Area = _____

Perimeter = _____

Perimeter = _____

b.



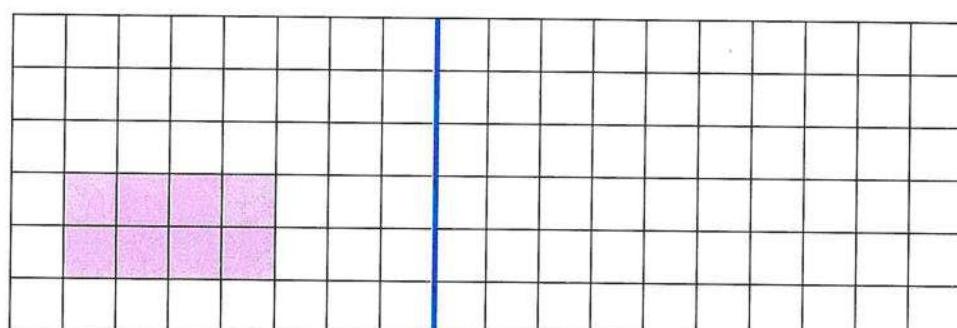
Area = _____

Area = _____

Perimeter = _____

Perimeter = _____

c.



Area = _____

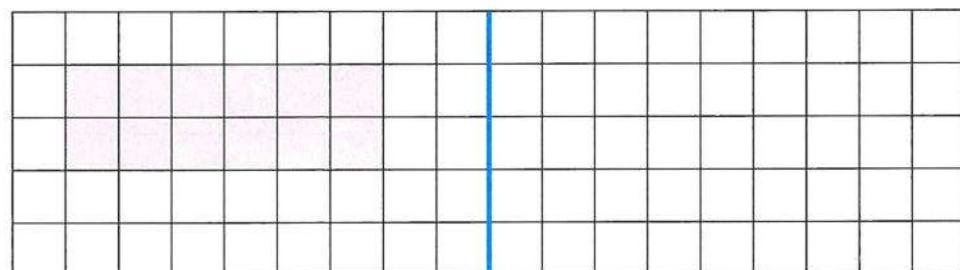
Area = _____

Perimeter = _____

Perimeter = _____

- 2** Find the area and the perimeter of the drawn rectangle. Then draw another rectangle with the same perimeter but a different area in each grid and calculate it.

a.



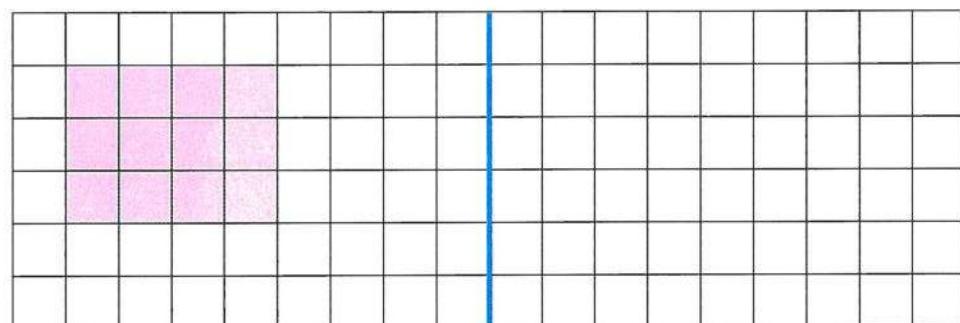
Area = _____

Area = _____

Perimeter = _____

Perimeter = _____

b.



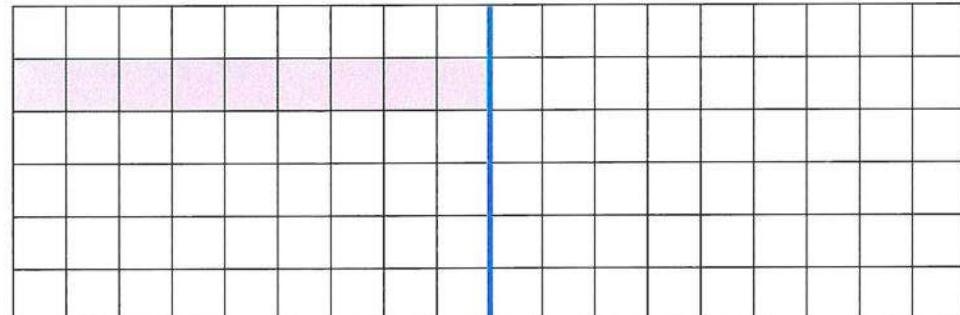
Area = _____

Area = _____

Perimeter = _____

Perimeter = _____

c.



Area = _____

Area = _____

Perimeter = _____

Perimeter = _____

- 3**  Use your geometric tools to draw two different rectangles with an area of **6** square centimeters. Then find the perimeter of each one and compare the two perimeters.



Side lengths are _____ , _____

Perimeter = _____ centimeters.

Side lengths are _____ , _____

Perimeter = _____ centimeters.

- 4**  Use your geometric tools to draw different rectangles with a perimeter of **20** centimeters. Then find the area of each one and compare the two areas.



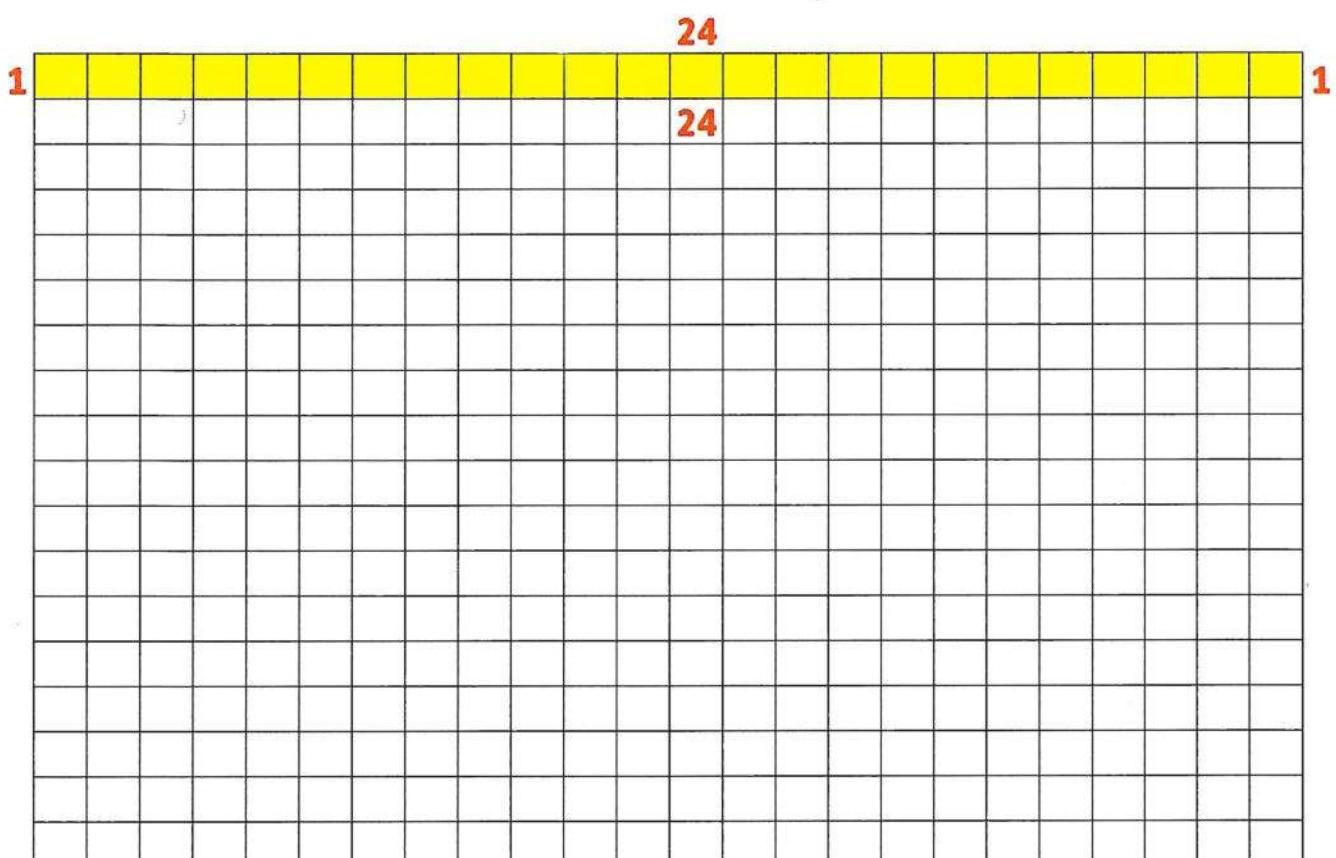
Side lengths are _____ , _____

Area = _____ square cm

Side lengths are _____ , _____

Area = _____ square cm

- 5** Draw 4 different rectangles with an area 24 square units. Then complete the table below. The first one is done for you.



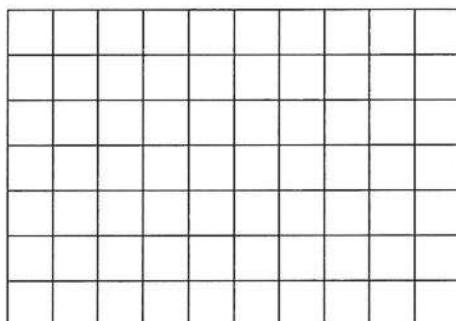
	Width (length units)	Length (length units)	Area (square units)	Perimeter (length units)
Rectangle ①	1	24	24	50
Rectangle ②	—	—	—	—
Rectangle ③	—	—	—	—
Rectangle ④	—	—	—	—

Challenge

- 6** Mariam made a frame of a picture with a perimeter of 18 cm and an area of 20 square cm. What are the lengths of the sides ?
 «Draw a figure to show your answer»

The side lengths are :

Chapter 5
Lessons 5 & 6



Lesson 7

Applications on perimeter and area

Learn

Yara wants to put a lace border around her picture of dimensions 3 cm and 5 cm

How long of lace border does she need ?

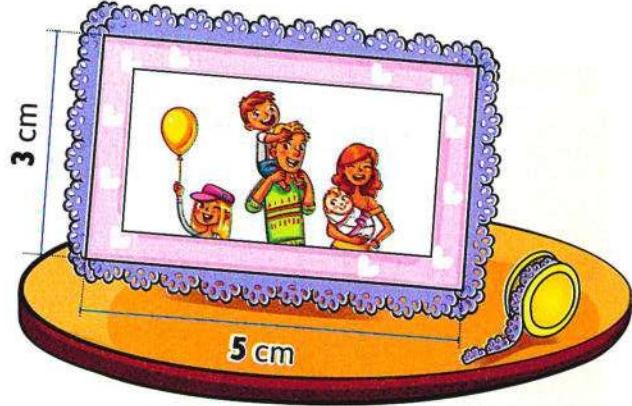
- Determine whether you would find perimeter or area.

Find the perimeter.

- Write a number sentence to solve.

$$\text{Perimeter} = 5 + 3 + 5 + 3 = 16 \text{ cm}$$

So, Yara needs **16 cm** of lace border.



I can use different ways to find the perimeter.



Wael's family tiled the floor in their front hall of dimensions 6 m and 4 m

They used square tiles that measure 1 m on each side.

How many tiles did they use ?



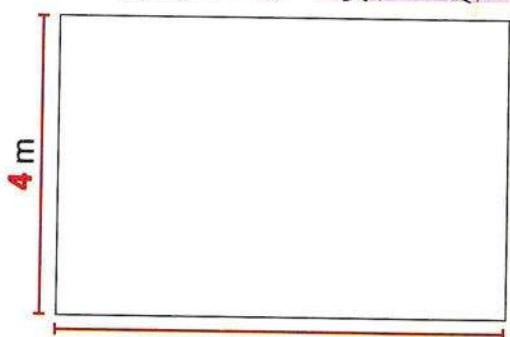
- Determine whether you would find perimeter or area.

Find the area.

- Write a number sentence to solve.

$$\text{Area} = 6 \times 4 = 24 \text{ square meters}$$

So, they used **24 square meters** of tiles.



I can use different ways to find the area.



Notes for parents

- Help your child find area and perimeter of carpet in his/her room.

Example ①

Hossam is painting one wall in his bedroom.

The wall measures 7 m long and 3 m wide.

What is the area of the wall ?



Solution ✓

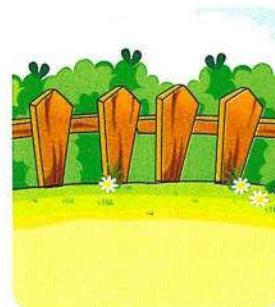
The area of the wall = $7 \times 3 = 21$ square meters

Example ②

A farmer wants to buy fencing to go around his garden.

The garden is 27 m long by 13 m wide.

How much fencing will be need ?



Solution ✓

* You would find the perimeter.

The perimeter = $27 + 13 + 27 + 13 = 80$ m

Check 🔎

Solve each of the following.

a. Mona built a backyard pen for her cat.

The length of the pen was 2 meters and the width was 1 meter.

What is the area of the pen ?

b. Yahia wants to make a frame of a picture with 18 cm length and 12 cm width.

What is the length of the frame ?

Exercise

25

On Lesson 7

Applications on perimeter and area

 From the school book

- 1** Read and solve each of the following story problems. You can draw a figure for help.

a. Mina built a backyard pen for his puppy.

The length of the pen was 3 meters and the width was 2 meters.

What is the area of the pen ?



b.  Farouk is building a patio out of square tiles.

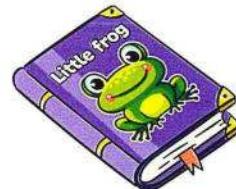
He wants the length of the patio to be 7 tiles across and its width to be 6 tiles from the same type.

How many tiles will he use in all to build the patio ?



c. A book had a length of 20 cm and a width of 12 cm

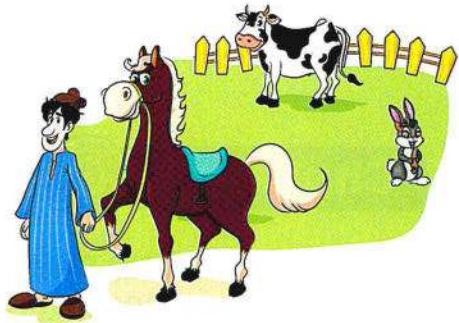
What is the perimeter of the book ?



d.  A farmer is building a fence around his garden.

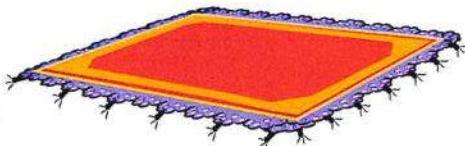
If the garden is 8 meters long and 3 meters wide.

How much fencing does he need to buy ?



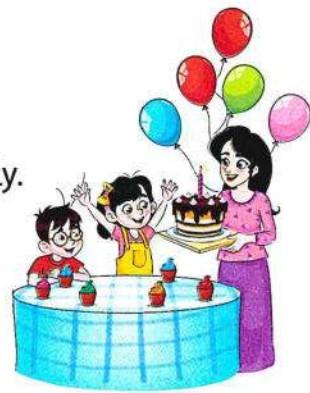
e.  A rug is 3 meters long and 2 meters wide.

What is the area of the rug ?



- f. Basma orders a party bannar for his brother's birthday party. The length and width of the bannar are 7 m and 2 m respectively.

What is the area of the party banner ?



- g. Shaimaa is sewing a border on a square baby blanket. The length of the blanket is 45 centimeters and the width is 45 centimeters.

How long will the border by ?



- h. Hany is painting one wall in his bedroom. The wall measures 6 m long and 3 m wide.

What is the area of the wall ?



- i. A square with side length 6 cm has a greater area than a rectangle with length 9 cm and width 4 cm. **State true or false.**

Challenge

- 2 Kareem's school playground is 75 m long and 40 m wide. Ali's school playground is 90 m long and 30 m wide. Kareem and Ali finished a round jogging around their school playgrounds. Who jogged longer ? Explain your answer.

Lesson

8

Multiplying by multiples of 10



Learn

Multiplying by multiples of 10

How to find the product of 3×40 .

It is easy to multiply whole numbers by multiples of 10 using the following strategies.

Notice that

$3 \times 4 = 12$
is a multiplication fact

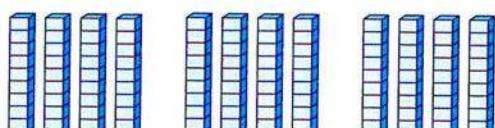
Remember

= 1
 = 10



First strategy

Draw place value blocks which represent 3 groups of 40



3 groups of 40

$$3 \times 4 \text{ tens} = 120$$

$$3 \times 40 = 120$$

Math tip

You can count by 10s to find the product.



Second strategy

Break apart the multiples of 10 as two factors (the number $\times 10$)

then

$$40 = 4 \times 10$$

$$\text{So, } 3 \times 40 = (3 \times 4) \times 10$$

$$= 12 \times 10 = 120$$

Math tip

You can multiply $3 \times 4 = 12$ and put the zero at the end "120"

$$\begin{array}{ccc} \times & & = \\ 3 & \times & 40 \\ \hline 120 \end{array}$$



Notes for parents

- Help your child recognize the two strategies and ask him/her to multiply 4×50 using the strategies.

Example

Complete.

a. 2×4 tens = ____ tens = ____

c. 3×90 = ____

e. $8 \times$ ____ = 240

b. $4 \times 70 = (\underline{\quad} \times \underline{\quad}) \times 10 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$

d. $20 + 20 + 20 = \underline{\quad} \times 20 = \underline{\quad}$

Solution ✓

a. 2×4 tens = 8 tens = 80

b. $4 \times 70 = (\underline{4} \times \underline{7}) \times 10 = \underline{28} \times \underline{10} = \underline{280}$

c. $3 \times 90 = \underline{270}$

d. $20 + 20 + 20 = \underline{3} \times 20 = \underline{60}$

e. $8 \times \underline{30} = 240$



Check 🔎

Complete.

a. $2 \times 70 = \underline{\quad}$

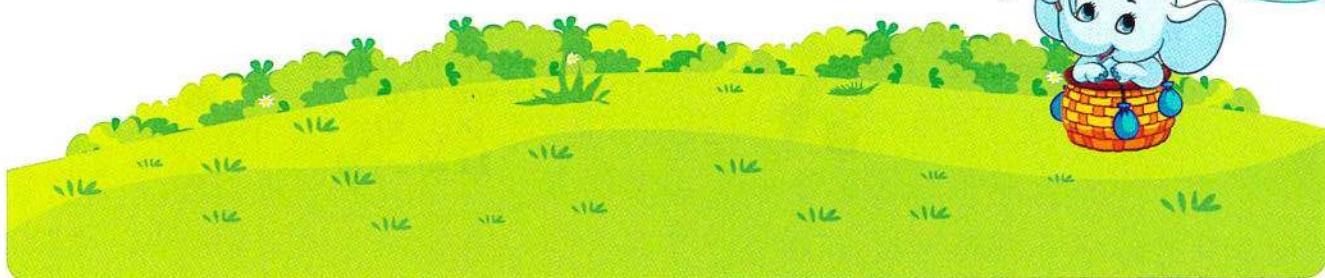
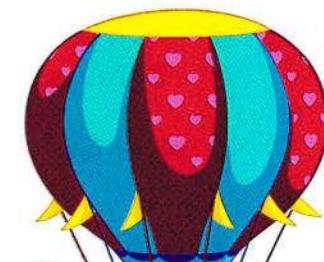
b. 5×2 tens = ____

c. $60 + 60 + 60 = \underline{\quad} \times 60$

d. $80 \times 5 = \underline{\quad}$

e. $9 \times 50 = \underline{\quad}$

f. $60 \times \underline{\quad} = 480$



Exercise

26

Multiplying by multiples of 10

On Lesson 8

 From the school book

- 1 Complete the following as the example. You may use place value blocks to help.

Example :

$$3 \times 2 \text{ tens} = \boxed{6} \text{ tens}$$

$$3 \times 20 = \boxed{60}$$

a. $4 \times 3 \text{ tens} = \boxed{} \text{ tens}$

$$4 \times 30 = \boxed{}$$

b. $2 \times 5 \text{ tens} = \boxed{} \text{ tens}$

$$2 \times 50 = \boxed{}$$

c. $3 \times 6 \text{ tens} = \boxed{} \text{ tens}$

$$3 \times 60 = \boxed{}$$

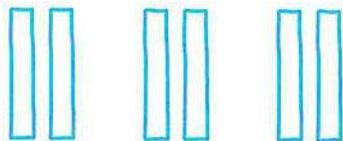
d. $4 \times 7 \text{ tens} = \boxed{} \text{ tens}$

$$4 \times 70 = \boxed{}$$

e. $6 \times 4 \text{ tens} = \boxed{} \text{ tens}$

$$6 \times 40 = \boxed{}$$

Work area



2 Complete the following. Solve the problems as the example.

Example :

$$2 \times 40$$

$$=(\underline{2} \times \underline{4}) \times 10 = \underline{8} \times \underline{10} = \underline{80}$$

How can you use 2×4 to help you find 2×40 ?



a. 4×50

$$=(\underline{\quad} \times \underline{\quad}) \times 10 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$$

b. 8×20

$$=(\underline{\quad} \times \underline{\quad}) \times 10 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$$

c. 7×70

$$=(\underline{\quad} \times \underline{\quad}) \times 10 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$$

d. 9×90

$$=(\underline{\quad} \times \underline{\quad}) \times 10 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$$

e. 3×60

$$=(\underline{\quad} \times \underline{\quad}) \times 10 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$$

f. 4×90

$$=(\underline{\quad} \times \underline{\quad}) \times 10 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$$

g. 6×20

$$=(\underline{\quad} \times \underline{\quad}) \times 10 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$$

h. 7×40

$$=(\underline{\quad} \times \underline{\quad}) \times 10 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$$

3 Solve the following problems using any strategy.

a. $3 \times 50 = \underline{\quad}$

b. $2 \times 60 = \underline{\quad}$

c. $8 \times 40 = \underline{\quad}$

d. $5 \times 20 = \underline{\quad}$

e. $8 \times 20 = \underline{\quad}$

f. $3 \times 70 = \underline{\quad}$

g. $6 \times 90 = \underline{\quad}$

h. $7 \times 40 = \underline{\quad}$

i. $4 \times 40 = \underline{\quad}$

j. $80 \times 9 = \underline{\quad}$

k. $60 \times 3 = \underline{\quad}$

l. $70 \times 8 = \underline{\quad}$

m. $90 \times 2 = \underline{\quad}$

n. $50 \times 5 = \underline{\quad}$

o. $10 \times 10 = \underline{\quad}$

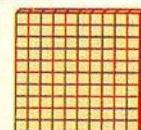
4 Choose the correct answer.

- a. 7×3 tens = _____ (73 or 21 or 210 or 730)
- b. 5×4 tens = $(5 \times \underline{\hspace{1cm}}) \times 10$ (5 or 4 or 20 or 200)
- c. 3 groups of 50 = _____ (350 or 15 or 1,500 or 150)
- d. 70×1 = _____ tens. (7 or 70 or 700 or 701)
- e. 90×0 = _____ (0 or 9 or 90 or 900)
- f. 40×8 = _____ (32 or 320 or 408 or 3200)
- g. $(3 \times 4) \times 10 = 3 \times \underline{\hspace{1cm}}$ (14 or 140 or 120 or 40)
- h. $4 \times 60 = 3 \times \underline{\hspace{1cm}}$ (8 or 80 or 60 or 240)

5 Complete.

- a. $3 \times 2 \times 10$ = _____
- c. $5 \times 9 \times 10$ = _____
- e. $2 \times \underline{\hspace{1cm}}$ tens = 40
- g. $9 \times \underline{\hspace{1cm}}$ tens = 180
- i. $4 \times \underline{\hspace{1cm}} \times 10 = 120$
- k. $\underline{\hspace{1cm}} \times 3 \times 10 = 90$
- m. $3 \times \underline{\hspace{1cm}} = 150$
- o. $7 \times \underline{\hspace{1cm}} = 210$
- q. $4 \times \underline{\hspace{1cm}} = 360$
- b. $4 \times 5 \times 10$ = _____
- d. $7 \times 8 \times 10$ = _____
- f. $5 \times \underline{\hspace{1cm}}$ tens = 350
- h. $6 \times \underline{\hspace{1cm}}$ tens = 120
- j. $2 \times \underline{\hspace{1cm}} \times 10 = 140$
- l. $\underline{\hspace{1cm}} \times 6 \times 10 = 60$
- n. $\underline{\hspace{1cm}} \times 40 = 80$
- p. $\underline{\hspace{1cm}} \times 50 = 250$
- r. $\underline{\hspace{1cm}} \times 60 = 180$

**Challenge** **6** Solve the problem : 3×200

Hint

= 100

Place a smiley face

CHAPTER

6



Outcomes of chapter six :

At the end of chapter six, your child will be able to:

► **Lesson 1 :**

- **Patterns of multiplying by multiples of 10**
- Explain patterns observed when multiplying by 10.

► **Lesson 2 :**

• **Strategies of multiplying by 9**

- Investigate and apply patterns and strategies when multiplying by 9.
- Teach others one strategy for multiplying by 9.

► **Lesson 3 :**

• **Facts on multiplication and addition**

- Identify patterns in multiplication and addition facts.
- Explain how patterns observed in multiplication and addition facts can be helpful when solving problems.
- Apply strategies to solve addition and multiplication facts quickly and accurately.

► **Lesson 4 :**

• **Comparing and ordering numbers of different forms**

- Identify and describe patterns in the place value system up to the hundred thousands place.
- Apply strategies for ordering numbers.

► **Lesson 5 :**

• **Addition strategies**

- Apply a variety of strategies to solve addition problems.
- Explain the importance of learning different problem-solving strategies.

► **Lesson 6 :**

• **Subtraction strategies**

- Explain the relationship between addition and subtraction.
- Apply strategies to subtract two numbers up to four digits.
- Use addition to check answers to subtraction problems.

► **Lesson 7 :**

• **Applications on addition and subtraction**

- Apply strategies to solve addition and subtraction story problems.
- Reflect on learning to identify areas of strength and opportunities for growth.

► **Lessons 8 & 9 :**

• **Capacity**

• **Reading capacity**

- Define volume as the measurement of the capacity of a container.
- Explain the relationship between milliliters and liters.
- Estimate the size of a milliliter of water.
- Identify the best unit to measure the capacity of a given container.
- Read volume measurements on a standard labeled container.
- Write what he/she has learned about capacity.

Lesson

1

Patterns of multiplying by multiples of 10



Learn

- Multiplication facts and place value patterns can help you multiply.

For example :

If you know $2 \times 4 = 8$, then you can use mental math to find :

$$2 \times 40, \quad 2 \times 400 \quad \text{and} \quad 2 \times 4,000$$

$$2 \times 4 = 8 \quad \leftarrow \text{multiplication fact}$$

$$2 \times 40 = 80$$

$$2 \times 400 = 800$$

$$2 \times 4,000 = 8,000$$

Math tip

As the numbers of zeroes in the factor increases, the number of zeroes in the product increases.



Multiplication strategies

How to find 5×30

Here are some strategies to use.

These strategies can be used when multiply by hundreds and thousands.



First strategy

Use the multiplication fact and patterns to help you multiply.

$$\text{Where } \rightarrow 5 \times 3 = 15$$

$$\text{Then } \rightarrow 5 \times 30 = 150$$

Second strategy

Split the multiples of 10 as two factors " $30 = 3 \times 10$ "

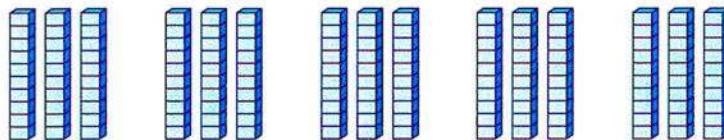
$$5 \times 30$$

$$= (5 \times 3) \times 10$$

$$= 15 \times 10 = 150$$

Third strategy

Draw place value blocks which represent 5 groups of 30



$$5 \times 3 \text{ tens} = 15 \text{ tens}$$

$$5 \times 30 = 150$$

Math tip

You can count by 10 s on drawings to find the product.



Notes for parents

- Ask your child to find the product of 5×300 using multiplication fact and patterns.
- Make sure that your child recognize the strategies and ask him/her to use them to find the product of 3×70 .

Exercise

27

On Lesson 1

Patterns of multiplying by multiples of 10

From the school book

1 Complete the following.

a.

$3 \times 10 = \underline{\hspace{2cm}}$

$3 \times 100 = \underline{\hspace{2cm}}$

$3 \times 1000 = \underline{\hspace{2cm}}$

b.

$2 \times 3 = \underline{\hspace{2cm}}$

$2 \times 30 = \underline{\hspace{2cm}}$

$2 \times 300 = \underline{\hspace{2cm}}$

$2 \times 3,000 = \underline{\hspace{2cm}}$

c.

$4 \times 6 = \underline{\hspace{2cm}}$

$4 \times 60 = \underline{\hspace{2cm}}$

$4 \times 600 = \underline{\hspace{2cm}}$

$4 \times 6,000 = \underline{\hspace{2cm}}$

d.

$7 \times 4 = \underline{\hspace{2cm}}$

$7 \times 40 = \underline{\hspace{2cm}}$

$7 \times 400 = \underline{\hspace{2cm}}$

$7 \times 4,000 = \underline{\hspace{2cm}}$

e.

$5 \times 6 = \underline{\hspace{2cm}}$

$5 \times 60 = \underline{\hspace{2cm}}$

$5 \times 600 = \underline{\hspace{2cm}}$

$5 \times 6,000 = \underline{\hspace{2cm}}$

f.

$5 \times 7 = \underline{\hspace{2cm}}$

$5 \times 70 = \underline{\hspace{2cm}}$

$5 \times 700 = \underline{\hspace{2cm}}$

$5 \times 7,000 = \underline{\hspace{2cm}}$

2 Solve the problems below. Split the multiples of 10 into 10 and the other factor. For example, 40 has the factors 10 and 4.

Example : $8 \times 40 = (8 \times 4) \times 10 = 320$

a. $3 \times 90 = (\underline{\hspace{2cm}} \times \underline{\hspace{2cm}}) \times 10 = \underline{\hspace{2cm}}$

b. $4 \times 80 = (\underline{\hspace{2cm}} \times \underline{\hspace{2cm}}) \times 10 = \underline{\hspace{2cm}}$

c. $9 \times 20 = (\underline{\hspace{2cm}} \times \underline{\hspace{2cm}}) \times 10 = \underline{\hspace{2cm}}$

d. $6 \times 30 = (\underline{\hspace{2cm}} \times \underline{\hspace{2cm}}) \times 10 = \underline{\hspace{2cm}}$

e. $8 \times 50 = (\underline{\hspace{2cm}} \times \underline{\hspace{2cm}}) \times 10 = \underline{\hspace{2cm}}$

f. $7 \times 30 = (\underline{\hspace{2cm}} \times \underline{\hspace{2cm}}) \times 10 = \underline{\hspace{2cm}}$

g. $6 \times 70 = (\underline{\hspace{2cm}} \times \underline{\hspace{2cm}}) \times 10 = \underline{\hspace{2cm}}$

h. $5 \times 40 = (\underline{\hspace{2cm}} \times \underline{\hspace{2cm}}) \times 10 = \underline{\hspace{2cm}}$

3 Find the following products.

a. $3 \times 40 = \underline{\hspace{2cm}}$

b. $2 \times 50 = \underline{\hspace{2cm}}$

c. $4 \times 60 = \underline{\hspace{2cm}}$

d. $7 \times 30 =$ _____	e. $5 \times 50 =$ _____	f. $4 \times 80 =$ _____
g. $6 \times 700 =$ _____	h. $9 \times 300 =$ _____	i. $5 \times 100 =$ _____
j. $3 \times 200 =$ _____	k. $4 \times 5,000 =$ _____	l. $6 \times 3,000 =$ _____
m. $2 \times 9,000 =$ _____	n. $5 \times 8,000 =$ _____	o. $8 \times 7,000 =$ _____

4 Match.

a. 4×20

b. 3×60

c. 5×70

d. 8×30

240

350

80

180

5 Complete.

a. $3 \times$ _____ = 150

b. _____ $\times 30 = 210$

c. _____ $\times 500 = 4,500$

d. _____ $\times 600 = 1,200$

e. _____ $\times 2,000 = 8,000$

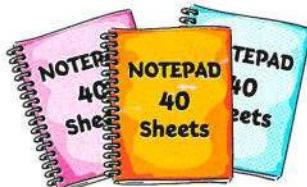
f. $9 \times$ _____ = 27,000

g. $7 \times$ _____ = 1,400

h. $1 \times$ _____ = 4,000

6 Answer the following problems.

- a. How many sheets are in 3 notepads?



- b. How many hats are in 4 bags?



- c. How many stickers are in 5 packs?



d. Amir bought 3 books to read.
Each book costs **40** pounds.

How much did Amir pay ?



e. A fruit seller sells every day **60** kilograms of fruit.

How many kilograms does the fruit seller sell in **4 days ?**



Challenge



7 Malek bought a box of cards. In the box there were 6 smaller boxes, and in each of those boxes there were 6 packs of 10 cards. To find the total number of cards he bought, Malek wrote this equation : $6 \times 60 = 360$.

Is he correct ? Explain how you know.



Place
a smiley
face



Lesson

2

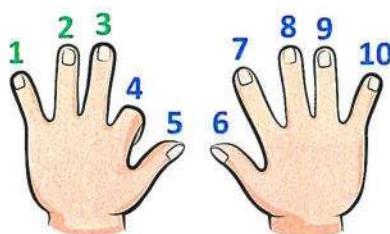
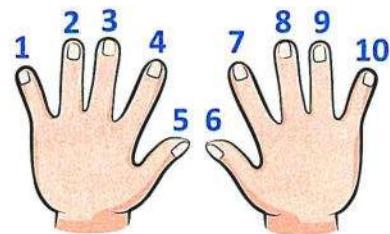
Strategies of multiplying by 9



Learn 1 Finger using strategy

- Put both hands on your desk , palms down.
Mentally number your fingers from left to right.
- To find 4×9 , bend down finger number 4
Fingers to the **left** of the bent finger show the number of **tens** in the product.
- Fingers to the **right** of the bent finger show the number of **ones** in the product.

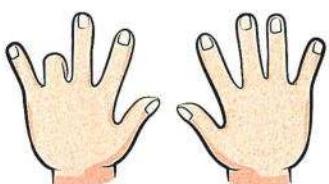
$$4 \times 9 = 36$$



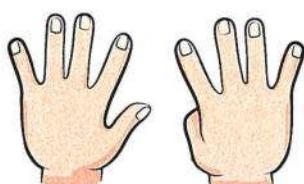
Check



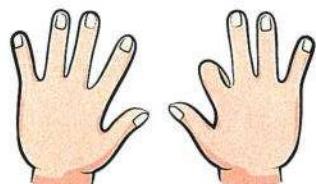
Solve the following by using figures.



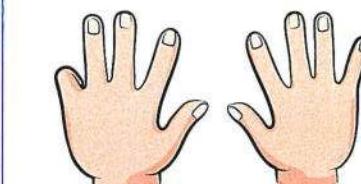
$$2 \times 9 = \underline{\quad}$$



$$6 \times 9 = \underline{\quad}$$



$$7 \times 9 = \underline{\quad}$$



$$1 \times 9 = \underline{\quad}$$

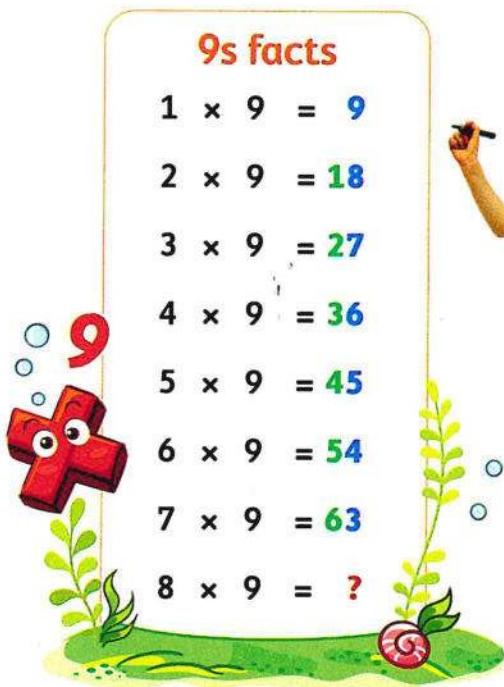




Learn 2 List of equations strategy

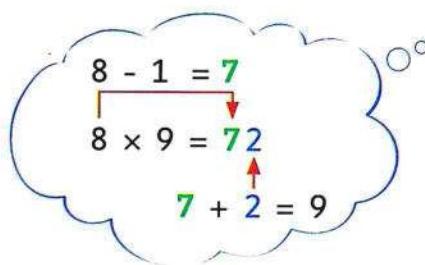
What's the pattern ?

Bassem and Sarah must find 8×9 . They look for patterns enable to help.



The ones digit goes down by 1 each time.
So the next ones digit is 2.
The tens digit goes up by 1 each time. So the next tens digit is 7.
So, $8 \times 9 = 72$

I see a different pattern.
The tens digit is 1 less than the first factor.
The digits of the product add up to 9



Multiples of 9 song

Notice that :

The sum of the tens and ones digits in each product is 9

$$9 \times 2 = 18, 1 + 8 = 9$$

$$9 \times 5 = 45, 4 + 5 = 9$$

$$9 \times 7 = 63, 6 + 3 = 9$$

Check

Solve the following by using pattern.

$$3 \times 9 = \boxed{}$$

$$9 \times 4 = \boxed{}$$

$$9 \times 6 = \boxed{}$$

$$5 \times 9 = \boxed{}$$

$$7 \times 9 = \boxed{}$$

$$9 \times 9 = \boxed{}$$

- Ask your child to find the product 7×9 using pattern.



Learn 3 120-chart strategy

Complete coloring
skip-count
forward by 9s



Notice the diagonal
pattern of products of
multiplying by 9 :
9, 18, 27, 36, 45, 54, 63, 72, 81

111	112	113	114	115	116	117	118	119	120
101	102	103	104	105	106	107	108	109	110
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10



Check

Complete.

$$45, 54, \underline{\hspace{2cm}}, 72.$$

$$18, 27, \underline{\hspace{2cm}}, \underline{\hspace{2cm}}.$$

$$63, 72, \underline{\hspace{2cm}}, \underline{\hspace{2cm}}.$$

$$9, \underline{\hspace{2cm}}, 27, \underline{\hspace{2cm}}.$$

$$36, 45, \underline{\hspace{2cm}}, \underline{\hspace{2cm}}.$$

$$27, \underline{\hspace{2cm}}, \underline{\hspace{2cm}}, 54.$$



Learn 4 Ten facts strategy



Find : $4 \times 9 = ?$



First

You can think of the problem as

$$4 \times 10 = 40$$

Second

Subtract one of the 4s

$$\begin{array}{r} 40 \\ - 4 \\ \hline 36 \end{array}$$

4	4	4	4	4	4	4	4	4	4
---	---	---	---	---	---	---	---	---	---

Check

1. To find : $8 \times 9 = ?$ Complete.

$$8 \times 10 = \underline{\hspace{2cm}}$$

$$\text{Then } \underline{\hspace{2cm}} - 8 = \underline{\hspace{2cm}}$$

$$\text{Then } 8 \times 9 = \underline{\hspace{2cm}}$$

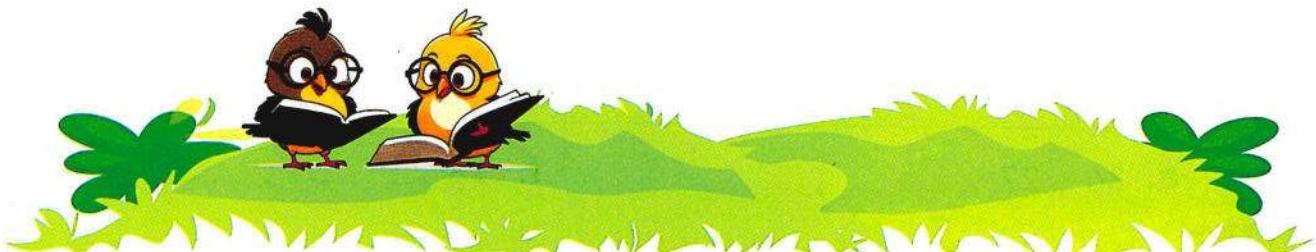


2. To find : $5 \times 9 = ?$ Complete.

$$5 \times 10 = \underline{\hspace{2cm}}$$

$$\text{Then } \underline{\hspace{2cm}} - 5 = \underline{\hspace{2cm}}$$

$$\text{Then } 5 \times 9 = \underline{\hspace{2cm}}$$



- Ask your child to find the product of 10×10 using ten fact strategy.

Exercise

28

On Lesson 2

Strategies of multiplying by 9

1 Find the product using different strategies.

a. $3 \times 9 =$ _____

c. $6 \times 9 =$ _____

e. $9 \times 5 =$ _____

g. $1 \times 9 =$ _____

i. $9 \times 7 =$ _____

b. $2 \times 9 =$ _____

d. $4 \times 9 =$ _____

f. $9 \times 8 =$ _____

h. $0 \times 9 =$ _____

j. $9 \times 10 =$ _____



2 Join.

a. 7×9

36

b. 72

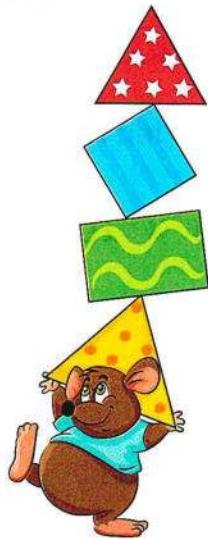
9×5

c. 4×9

63

d. 45

9×8



3 Complete in the same pattern.

a. 72, 81, _____, 99

b. 27, 36, _____,

c. 45, 54, _____,

d. 9, 18, 27, _____,

e. 36, 27, _____,

f. 18, _____, 45

4 Complete.

a. $\underline{\quad} \times 9 = 36$

b. $9 \times \underline{\quad} = 81$

c. $\underline{\quad} \times 9 = 18$

d. $9 \times \underline{\quad} = 27$

e. $\underline{\quad} \times 9 = 9$

f. $9 \times \underline{\quad} = 54$

g. $\underline{\quad} \times 9 = 72$

h. $9 \times \underline{\quad} = 63$

i. $\underline{\quad} \times 9 = 0$

j. $9 \times \underline{\quad} = 45$

k. $\underline{\quad} \times 9 = 90$

l. $\underline{\quad} \times 9 = 27$

5 Find the product.

a. $20 \times 9 = \underline{\quad}$

b. $9 \times 50 = \underline{\quad}$

c. $300 \times 9 = \underline{\quad}$

d. $9 \times 600 = \underline{\quad}$

e. $4,000 \times 9 = \underline{\quad}$

f. $9 \times 8,000 = \underline{\quad}$

6 Choose the correct answer.

a. $9 \times 4 \boxed{<} 6 \times 6$

(< or = or >)



b. $9 \times 20 \boxed{<} 100 - 80$

(< or = or >)

c. $9 \times 2 = 3 \times \underline{\quad}$

(4 or 5 or 6)

d. $9 \times 13 = (9 \times 10) + (9 \times \underline{\quad})$

(2 or 3 or 4)

e. $400 + 50 = 9 \times \underline{\quad}$

(5 or 50 or 500)



f. $6 \times 9 = \underline{\quad}$

(45 or 54 or 63)

g. $9 \times 0 = 9 - \underline{\quad}$

(1 or 0 or 9)



Facts on multiplication and addition



Learn

- Here are some addition and multiplication facts will help you to solve addition and multiplication problems.

Adding to zero

The sum of zero and any number is that number.

Example : $0 + 3 = 3$

Multiplying by zero

The product of zero and any number is zero.

Example : $0 \times 3 = 0$

Adding to 1

The sum of 1 and any number is the number which just comes after.

Example : $1 + 3 = 4$

Multiplying by 1

The product of 1 and any number is that number.

Example : $1 \times 3 = 3$

Adding in any order

Addends can be added in any order and the sum does not change.

Example : $3 + 2 = 5$

$$2 + 3 = 5$$

Multiplying in any order

Factors can be multiplied in any order and the product does not change.

Example : $3 \times 2 = 6$

$$2 \times 3 = 6$$

Doubling numbers

Adding the same number twice is doubling it (multiplying by 2).

Example : $3 + 3 = 2 \times 3$

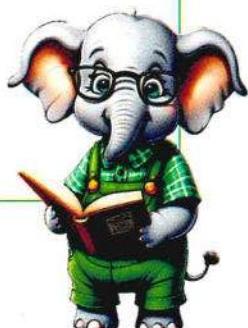
$$6 = 6$$

Multiplying big numbers

Break apart big numbers into two smaller numbers.

Example : 6×7

$$\begin{aligned} &= (6 \times 5) + (6 \times 2) \\ &= 30 + 12 \\ &= 42 \end{aligned}$$



- Help your child recognize the facts of addition and multiplication and ask him/her to explain how they similar or different.

Exercise

29

On Lesson 3

Facts on multiplication and addition

1 Match the equal results.

a. $4 + 0$

b. 3×4

c. $0 + 0$

d. $3 + 4$

e. $4 + 4$

f. 4×3

g. $4 + 3$

h. 4×1

i. 2×4

j. 2×0

2 Use addition or multiplication facts to find results.

a. $5 \times 1 =$

b. $6 + 0 =$

c. $8 \times 9 =$

d. $2 \times 2 =$

e. $3 + 7 =$

f. $9 \times 0 =$

g. $10 + 5 =$

h. $6 \times 4 =$

i. $5 + 6 =$

j. $6 + 6 =$

k. $2 \times 10 =$

l. $0 \times 0 =$

m. $5 + 10 =$

n. $1 \times 8 =$

o. $4 \times 10 =$

p. $0 + 10 =$

q. $4 \times 5 =$

r. $9 + 2 =$

s. $1 \times 1 =$

t. $7 + 7 =$

u. $1 + 6 =$

v. $9 \times 9 =$

w. $10 \times 0 =$

x. $5 + 5 =$

y. $8 + 1 =$

z. $1 \times 2 =$



3 Check the following problems if add or multiply. Find the results.

a. Amgad bought 3 toys. Each toy costs 5 pounds.

How much money did Amgad pay ?

Solve : _____

Check

Add

Multiply

b. Sarah read 4 books in a month. In the next month she read 5 books.

How many books did she read in the two months ?

Solve : _____

Check

Add

Multiply

c. Youssef has 5 sets of coloring pencils. Each set has 6 pencils.

How many pencils does Youssef have in all ?

Solve : _____

Check

Add

Multiply

4 Complete the missing numbers.

a. $3 \times \underline{\quad} = 7 \times 3$

b. $4 \times \underline{\quad} = 0$

c. $6 + \underline{\quad} = 7$

d. $\underline{\quad} \times 5 = 5$

e. $\underline{\quad} + 4 = 5$

f. $9 + 9 = \underline{\quad} \times 2$

g. $\underline{\quad} + 0 = 6$

h. $8 + \underline{\quad} = 7 + 8$

i. $1 + \underline{\quad} = 9$

j. $7 + \underline{\quad} = 7$

k. $7 \times 8 = (7 \times \underline{\quad}) + (7 \times 7)$

l. $8 \times \underline{\quad} = (8 \times 10) + (8 \times 2)$

5 Choose the correct answer.

- a. $0 \times 5 = 7 \times \underline{\hspace{2cm}}$ (5 or 3 or 0)
- b. $7 + 0 = 7 \times \underline{\hspace{2cm}}$ (0 or 1 or 7)
- c. $9 \times 5 = (9 \times 3) + (9 \times \underline{\hspace{2cm}})$ (8 or 3 or 2)
- d. $3 \times 2 = 3 + \underline{\hspace{2cm}}$ (2 or 3 or 6)
- e. $5 + 5 = \underline{\hspace{2cm}} \times 2$ (5 or 10 or 3)
- f. $1 + 5 = 6 \times \underline{\hspace{2cm}}$ (0 or 1 or 2)
- g. $5 \times 2 = 10 + \underline{\hspace{2cm}}$ (0 or 1 or 2)
- h. $3 \times 4 = 0 + \underline{\hspace{2cm}}$ (3 or 4 or 12)
- i. $7 \times 0 = 7 - \underline{\hspace{2cm}}$ (0 or 7 or 1)
- j. $6 + 0 = 3 \times \underline{\hspace{2cm}}$ (0 or 2 or 6)
- k. $1 \times 10 = 1 + \underline{\hspace{2cm}}$ (10 or 0 or 9)



Challenge

6 Put **x** or **+**.

a. $8 \bigcirc 0 = 8$

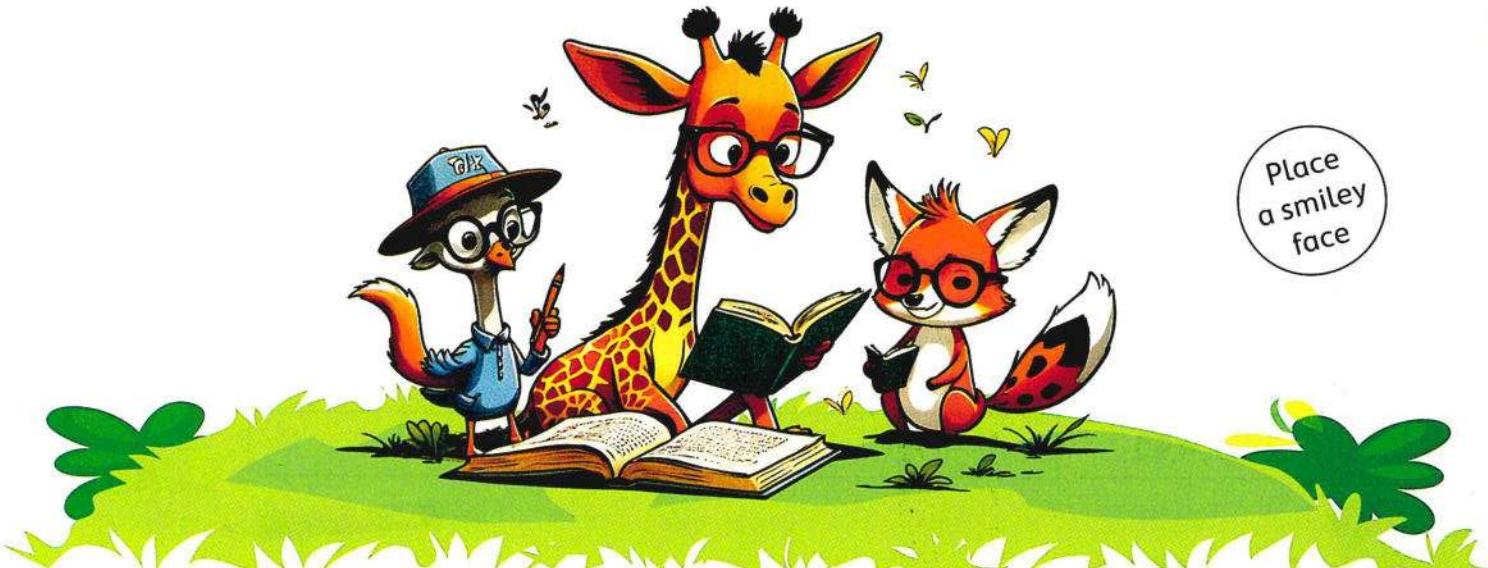
b. $5 \bigcirc 1 = 5$

c. $8 \bigcirc 2 = 10$

d. $1 \bigcirc 4 = 5$

e. $0 \bigcirc 10 = 0$

f. $2 \bigcirc 4 = 8$



Lesson

4

Comparing and ordering numbers of different forms

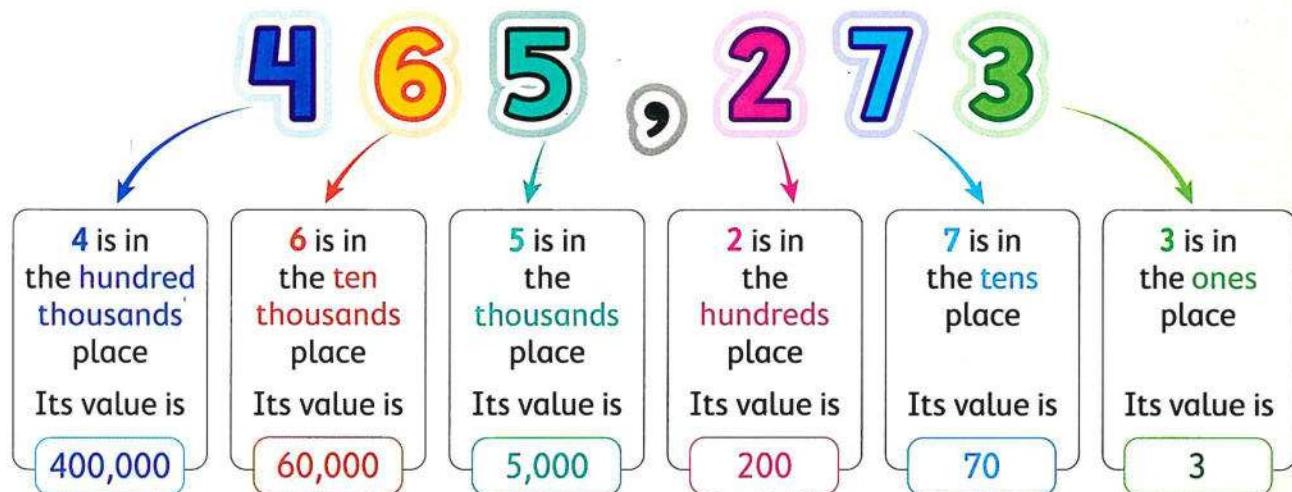


Remember 1 The value and the place value

- The value of each digit in any number depends on its place in this number.

Example :

Notice the value and place value of each digit in the number 4 6 5 , 2 7 3



- Different forms of writing a number :

- Standard form : 465,273
- Expanded form : $400,000 + 60,000 + 5,000 + 200 + 70 + 3$
- Word form : Four hundred sixty-five thousand, two hundred seventy-three.

Check Complete the table.

Number	Place value of circled digit	Value of circled digit
35,276	_____	_____
179,065	_____	_____
2,351	_____	_____
42,678	_____	_____
203,491	_____	_____





Remember 2 Comparing and ordering numbers

- How do you compare big numbers ?

Compare 471,678 and 89,243

- 471,678 has more digits than 89,243

So, 471,678 is greater than 89,243

Compare 346,257 and 348,940

- 346,257 and 348,940 have the same number of digits, so :

First : Compare the hundred thousands digits	Second : Compare the ten thousands digits	Third : Compare the thousands digits
3 4 6, 2 5 7 3 4 8, 9 4 0	3 4 6, 2 5 7 3 4 8, 9 4 0	3 4 6, 2 5 7 3 4 8, 9 4 0
The digits are the same	The digits are the same	6 < 8

So, 346,257 smaller than 348,940

346,257 < 348,940

• Ordering numbers

- **Ascending order** is ordering numbers from the smallest to the greatest.

For example :

95,631 , 154,376 , 484,688 and 841,550 are arranged in an ascending order.

- **Descending order** is ordering numbers from the greatest to the smallest.

For example :

703,544 , 614,580 , 609,214 and 351,677 are arranged in a descending order.

Check



1. Compare, write "> , = or <".

a. 99,564

213,456

b. 561,374

552,987

c. 800,753

708,079

d. 267,314

345,678

2. Arrange the following numbers in an ascending order.

745,319

953,442

467,890

754,319

The order is : _____ , _____ , _____ , _____

- Ask your child to tell you two numbers and compare between them.

- Help your child arrange big numbers ascendingly and descendingly.

Exercise

30

On Lesson 4

Comparing and ordering numbers of different forms

 From the school book

1 Complete the following.

- a.  $3,509 =$ _____ (in expanded form)
- b. Three hundred twenty-one thousand , nine hundred thirty-one in standard form is _____
- c. The value of the digit 6 in the number 26,033 is _____ and its place value is _____
- d.  $6,000 + 50,000 + 40 + 300 + 2 =$ _____
- e. $4,327 =$ _____ thousands + _____ hundreds + _____ tens
+ _____ ones
- f. The place value of the digit 5 in the number 351,260 is _____
- g. The place value of the digit 1 in the number 127,536 is _____ and its value is _____

2 Choose the correct answer.

- a. The value of the digit 3 in the number 43,782 is _____
 30,000 300,000 3,000
- b. $6,000 + 100,000 + 5 + 20 + 700 =$ _____
 16,725 106,725 61,527
- c. The place value of the digit 8 in the number 582,014 is _____
 Thousands Ten thousands Hundred thousands
- d. Five hundred thirty-one thousand, seventy-four in standard form is _____
 531,740 53,174 531,074
- e. $74,215 >$ _____
 74,225 74,316 74,005
- f. $352,948 <$ _____
 350,949 352,950 352,850
- g. The place value of the digit 2 in the number 32,615 is _____
 Hundred thousands Ten thousands Thousands

3 Complete the following.

a. $30,000 = \underline{\hspace{2cm}}$ thousands

b. 200 hundreds = $\underline{\hspace{2cm}}$ thousands.

c. $4,000 = \underline{\hspace{2cm}}$ thousands

d. $\underline{\hspace{2cm}}$ tens = 600

e. $\underline{\hspace{2cm}} = 200$ thousands

f. 1 hundred thousand = $\underline{\hspace{2cm}}$ ten thousands

4 Put $>$, $<$ or $=$.

a. 7 thousands 700 thousands

b. $79,284$ $79,282$

c. $14,120$ $14,210$

d. $120,000$ $1,200$ hundreds

e. $582,006$ $581,006$

f. $401,603$ Forty-one thousand , six hundred three

g. $9,999$ 10 thousands

h. $371,502$ $39,813$

i. $35 + 500 + 3,000$ $535 + 3,000$

j. $80,000 + 7,000 + 123$ $7,000 + 800,000 + 123$



5 Arrange the following numbers in an ascending order.

a. 5,021

5,201

5,102

5,210

The order is : _____, _____, _____, _____

b. 55,318

505,720

5,099

550,941

55,418

The order is : _____, _____, _____, _____, _____

6 Arrange the following numbers in a descending order.

a. 3,109

499

30,199

4,099

409,009

The order is : _____, _____, _____, _____, _____

b. 248,672

15,368

9,725

248,671

15,378

The order is : _____, _____, _____, _____, _____



7 Find the mistake in each of the following. Correct the mistake.

a. The value of the digit 7 in the number 74,123 is 700,000

b. The expanded form of the number 835,469 is $8 + 30 + 500 + 4,000 + 60,000 + 900,000$

c. The word form of the number 58,072 is fifty-eight thousand , seven hundred two.

d. The place value of the digit 5 in the number 561,248 is ten thousands.

e. 300 thousands = 3,000 tens

f. $91,000 + 234 > 91,235$

g. $13,470 < 13,407$

h. 800 hundreds = 8 thousands

i. The numbers :

$5,101 - 10,050 - 510,001 - 501,001 - 50,011$ are arranged in an ascending order.

Challenge

8 Complete the missing digits in the two numbers 324, $\square 65$ and 19 $\square , 654$
Such that the two missing digits have the same value.





Learn

Add $324 + 167$

Here are some strategies that help you to add.

First strategy

Adding using place value blocks.

- Show each number with place value blocks.

- Combine the ones

$$4 \text{ ones} + 7 \text{ ones} = 11 \text{ ones} = 11$$

- Combine the tens

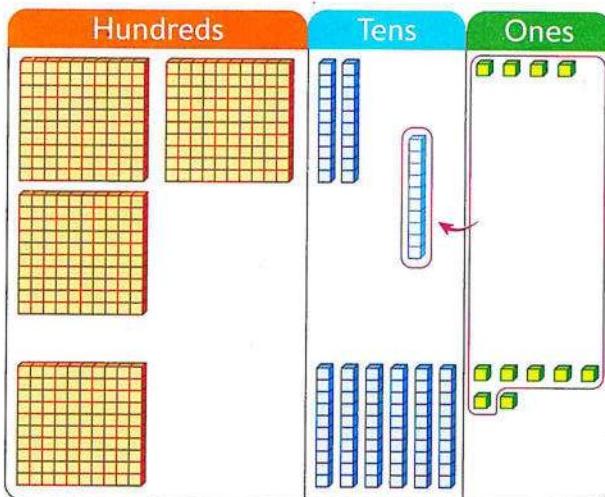
$$2 \text{ tens} + 6 \text{ tens} = 8 \text{ tens} = 80$$

- Combine the hundreds

$$3 \text{ hundreds} + 1 \text{ hundred} = 4 \text{ hundreds} = 400$$

- Add each value to find the sum.

$$400 + 80 + 11 = 491$$



Remember

$$\begin{aligned}10 \text{ ones} &= 1 \text{ ten} \\10 \text{ tens} &= 1 \text{ hundred} \\10 \text{ hundreds} &= 1 \text{ thousand}\end{aligned}$$


Second strategy

Decomposing numbers.

- Decomposing each number writing the values of each digit.

$$324 \longrightarrow 300 + 20 + 4$$

- Add the values of ones, tens and hundreds.

$$+167 \longrightarrow + 100 + 60 + 7$$

- Add the total values

$$400 + 80 + 11$$

$$400 + 80 + 11 = 491$$

Notes for parents

- Help your child recognize the two strategies and ask him/her to find the sum of 253 and 419 using strategies.

Third strategy

Number line hops.

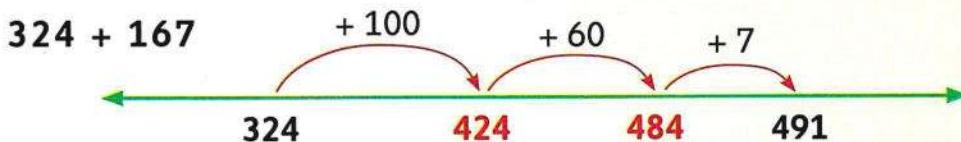
- Decompose the smaller number which is 167.
- The first hop in the number line is adding hundreds.
- The second hop in the number line is adding tens.
- The third hop in the number line is adding ones.

$$167 \rightarrow 100 + 60 + 7$$

$$324 + 100 = 424$$

$$424 + 60 = 484$$

$$484 + 7 = 491$$



Fourth strategy

Adding with regrouping

- Start by adding the ones moving to the left.

This shows that we regrouped 10 ones as 1 ten

$$\begin{array}{r} 324 \\ + 167 \\ \hline 491 \end{array}$$



Use one of the previous strategies to show how to find the sum of 416 and 258.

Exercise

31

On Lesson 5

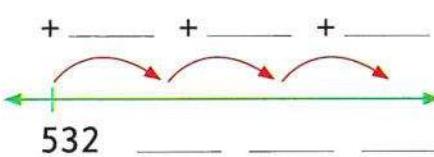
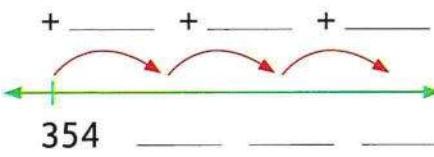
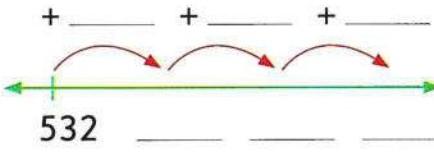
Addition strategies

 From the school book

- 1 Use decomposing numbers strategy to add each of the following.

Problem	Work area	The sum
a. $328 + 461$	<hr/> <hr/> <hr/>	<hr/>
b. $142 + 325$	<hr/> <hr/> <hr/>	<hr/>
c. $615 + 324$	<hr/> <hr/> <hr/>	<hr/>
d.  $483 + 201$		
e.  $823 + 262$		
f. $3,125 + 4,519$		
g. $7,210 + 2,325$		

2 Use the number line to add each of the following.

Problem	Work area	The sum
a. $243 + 532$	$+ \underline{\quad} + \underline{\quad} + \underline{\quad}$  532 _____	_____
b. $257 + 354$	$+ \underline{\quad} + \underline{\quad} + \underline{\quad}$  354 _____	_____
c. $348 + 532$	$+ \underline{\quad} + \underline{\quad} + \underline{\quad}$  532 _____	_____
d.  $677 + 233$		
e.  $865 + 337$		
f. $2,013 + 278$		
g. $4,156 + 1,243$		

3 Add.

a.

$$\begin{array}{r} 437 \\ + 318 \\ \hline \end{array}$$

b.

$$\begin{array}{r} 532 \\ + 218 \\ \hline \end{array}$$

c.

$$\begin{array}{r} 629 \\ + 317 \\ \hline \end{array}$$

d.

$$\begin{array}{r} 757 \\ + 156 \\ \hline \end{array}$$

e.

$$\begin{array}{r} 160 \\ + 485 \\ \hline \end{array}$$

f.

$$\begin{array}{r} 678 \\ + 228 \\ \hline \end{array}$$

g.

$$\begin{array}{r} 145 \\ + 56 \\ \hline \end{array}$$

h.

$$\begin{array}{r} 625 \\ + 91 \\ \hline \end{array}$$

i.

$$\begin{array}{r} 3,236 \\ + 4,285 \\ \hline \end{array}$$

j.

$$\begin{array}{r} 5,290 \\ + 333 \\ \hline \end{array}$$

k.

$$\begin{array}{r} 6,706 \\ + 2,186 \\ \hline \end{array}$$

l.

$$\begin{array}{r} 7,104 \\ + 609 \\ \hline \end{array}$$

m. $427 + 348$

n. $229 + 562$

o. $75 + 25$

p. $347 + 295$

q. $7,217 + 1,664$

r. $3,479 + 2,373$

s. $2,076 + 4,124$

t. $8,507 + 3,086$

u. $653 + 39$

v. $5,237 + 486$



4 Solve the following problems using two different strategies.

Problem	First strategy	Second strategy
a. $127 + 426$		
b. $355 + 25$		
c. $429 + 152$		

5 Solve the following problems.

a. $(142 + 297) + 116$

= (_____) + 116 = _____



Hint :
Add the first and the second numbers together, then add the sum to the third number.

b. $316 + 12 + 149$

c. $98 + 312 + 175$

d. $(137 + 201) + (119 + 235)$

= (_____) + (_____)

= _____



Hint :
Add the first and the second numbers, add the third and the fourth numbers, then add the two sums together.

e. $411 + 98 + 312 + 175$

f. $156 + 252 + 309 + 213$





Learn

Subtract $318 - 145$

Here are some strategies that help you to subtract.

First strategy

Place value blocks.

- Show the greater number with place value blocks.

- Subtract the ones

$$8 \text{ ones} - 5 \text{ ones} = 3 \text{ ones} = 3$$

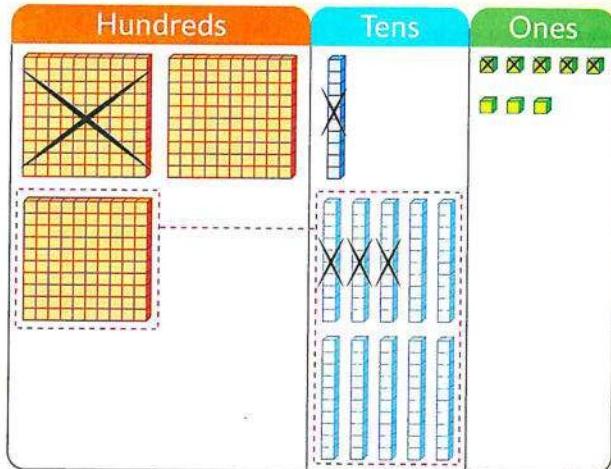
- Subtract the tens

Since there are not enough tens to subtract, decompose 1 hundred as 10 tens.

$$11 \text{ tens} - 4 \text{ tens} = 7 \text{ tens} = 70$$

- Subtract the hundreds. $2 \text{ hundreds} - 1 \text{ hundred} = 1 \text{ hundred} = 100$

- Add the values to find the difference $100 + 70 + 3 = 173$



Second strategy

Number line hops.

$$145 = 100 + 40 + 5$$

- Decompose the smaller number

$$318 - 100 = 218$$

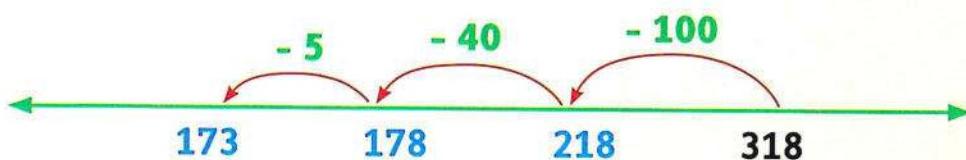
- The first hop in the number line is subtracting hundreds

$$218 - 40 = 178$$

- The second hop in the number line is subtracting tens.

$$178 - 5 = 173$$

- The third hop in the number line is subtracting ones.



Notes for parents

- Help your child recognize different subtraction strategies to solve problems.

Third strategy

2 11

~~318~~

145

173

Subtracting with regrouping

- Start by subtracting the ones moving to the left.



-

145

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Exercise

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On Lesson 6

Subtraction strategies

 From the school book

- 1 Use the number line to subtract each of the following.

a.

$$\begin{array}{r} 825 \\ - 210 \\ \hline \end{array}$$

Work area



b.

$$\begin{array}{r} 560 \\ - 350 \\ \hline \end{array}$$

Work area

c.

$$\begin{array}{r} 538 \\ - 235 \\ \hline \end{array}$$

Work area

d.

$$\begin{array}{r} 630 \\ - 125 \\ \hline \end{array}$$

Work area

e.

$$\begin{array}{r} 8,820 \\ - 623 \\ \hline \end{array}$$

Work area

f.

$$\begin{array}{r} 7,652 \\ - 4,071 \\ \hline \end{array}$$

Work area

2 Subtract.

a.
$$\begin{array}{r} 591 \\ - 342 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 436 \\ - 129 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 630 \\ - 215 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 442 \\ - 324 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 156 \\ - 28 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 309 \\ - 41 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 239 \\ - 159 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 670 \\ - 237 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 7,264 \\ - 5,158 \\ \hline \end{array}$$

j.
$$\begin{array}{r} 6,418 \\ - 4,238 \\ \hline \end{array}$$

k.
$$\begin{array}{r} 7,657 \\ - 6,238 \\ \hline \end{array}$$

l.
$$\begin{array}{r} 8,712 \\ - 420 \\ \hline \end{array}$$

m. $383 - 124$

n. $626 - 108$

o. $\text{book} 780 - 450$

p. $\text{book} 925 - 610$

q. $\text{book} 5,548 - 3,315$

r. $\text{book} 1,759 - 1,255$

s. $\text{book} 2,550 - 1,225$

t. $8,742 - 351$

u. $6,472 - 3,091$

v. $8,067 - 2,574$



3 Solve the following subtraction problems using two different strategies.

Problem	First strategy	Second strategy
a. $651 - 123$		
b. $735 - 206$		
c. $127 - 35$		
d. $4,219 - 1,777$		

4 Solve each subtraction problem using any strategy you choose.
Use fact families to check your answer.

Problem	Work area	Check your answer
a. $684 - 232$		
b. $790 - 50$		
c. $855 - 105$		
d. $3,489 - 1,263$		



Lesson 7

Applications on addition and subtraction



Learn

Youssef has 237 blocks, Maged has 148 blocks.

How many blocks do they have all together ?



- Look for
- Decide
- Solve



Look for keyword to solve.

All together



Decide if you add or subtract.

Add

Subtract



Solve the problem.

(1)

$$\begin{aligned} \text{The number of all blocks} &= 237 + 148 \\ &= 385 \text{ blocks.} \end{aligned}$$



Hint :

Some keywords of addition :

- | | |
|---------|----------------|
| • total | • all together |
| • sum | • in all |
| • and | • add |
| • join | |

The school library had 3,640 books for borrowing.

During one week 1,280 of them were borrowed.



- Look for
- Decide
- Solve



Look for keyword to solve.

Left



Decide if you add or subtract.

Add

Subtract



Solve the problem.

(5) (14)

$$\begin{aligned} \text{The left books} &= 3,640 - 1,280 \\ &= 2,360 \text{ books.} \end{aligned}$$



Hint :

Some keywords of subtraction :

- | | |
|------------------|------------|
| • left | |
| • how many more? | |
| • how many less? | |
| • take away | • remain |
| • difference | • subtract |

- Ask your child to solve word problems using other strategies he/she has learned such as place value blocks, number line hops or adding/subtracting with regrouping.

Exercise

33

On Lesson 7

Applications on addition and subtraction

 From the school book

Read each story problem and decide on a strategy to solve it show your work of each problem. Some problems might have more than one step to be solved. Read carefully.

- a. Amr saved 365 pounds in one year. The next year he saved 475 pounds.

What is the total amount he saved ?

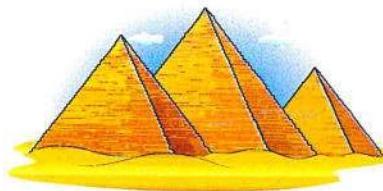


- b. There are 365 days in one year. If 147 days have passed since the beginning of the year. **How many days are left in the year ?**



- c. The school arranged a trip to pyramids. 1,355 students from primary stage and 1,420 from preparatory and secondary stages are going.

How many students are going in all stages ?



- d. Bassem's book has 370 pages. He has already read 139 pages.
How many pages does Bassem have left to read ?



e. Three boxes filled with marbles were just delivered to the factory.

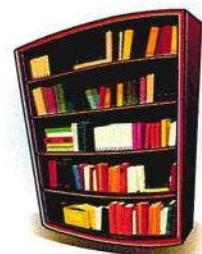
If each box is filled with 435 marbles.

How many marbles were delivered in all ?



f. 📚 The library can hold 2,475 books, but 525 books are out on loan and 137 books are missing.

How many books are there in the library right now ?



g. Sami had 6,000 L.E. to spend. He bought a new mobile for 3,250 L.E.

and a speaker for 675 L.E.

How much money does have left with him ?



h. 📺 Amir's family is saving to buy a new TV. The TV costs 4,590 L.E. on sale.

They have saved 2,410 L.E. so far.

How much more money do they need

before they can buy the TV ?



Place
a smiley
face

Lessons 8 & 9

- Capacity
- Reading capacity



Learn 1 Capacity

- Capacity is the amount of liquid a container can hold.
- Units of capacity are :
 - a **liter (L)** used to measure large amounts and
 - a **milliliter (mL)** used to measure small amounts.

For example :



Vocabulary

Liquid
is that can take the shape of its container.



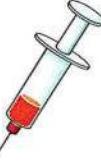
- There are **1,000 milliliters** in **1 liter**.

$$1 \text{ liter (L)} = 1,000 \text{ milliliters (mL)}$$

So, $2 \text{ L} = 2,000 \text{ mL}$, $3 \text{ L} = 3,000 \text{ mL}$, ...

Check

Choose the unit you would use to measure the capacity of each.

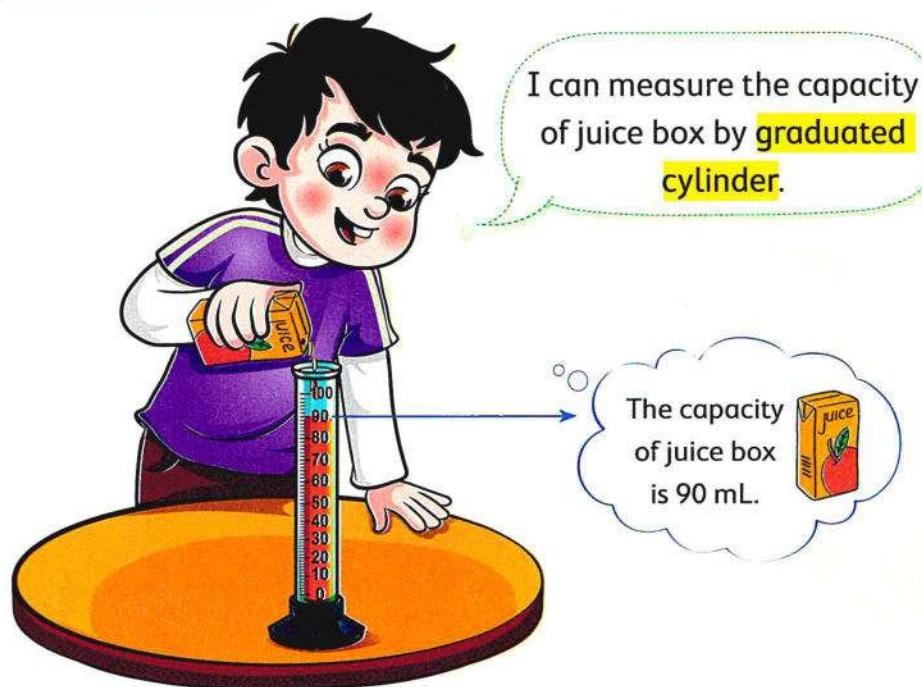
 <input type="radio"/> L <input type="radio"/> mL	 <input type="radio"/> L <input type="radio"/> mL	 <input type="radio"/> L <input type="radio"/> mL
 <input type="radio"/> L <input type="radio"/> mL	 <input type="radio"/> L <input type="radio"/> mL	 <input type="radio"/> L <input type="radio"/> mL

Notes for parents

- Let your child think about some containers at home, then determine 2 containers might hold more than 1 liter.



Learn 2 Reading capacity

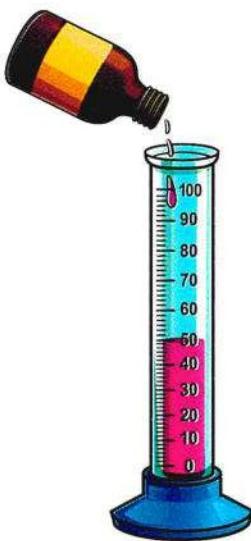


Vocabulary

Graduated cylinder is a graduated tool like ruler from 0 to 100 and the listed numbers are skip counted by 10's and it holds 100 mL



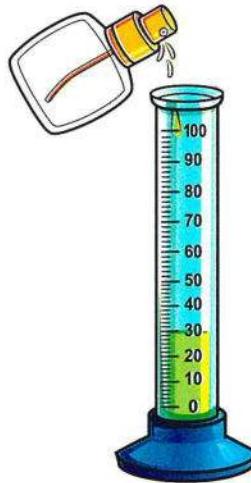
Write the capacity for each of the following.



Capacity of



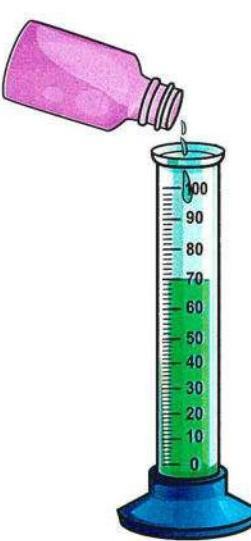
is _____ mL



Capacity of



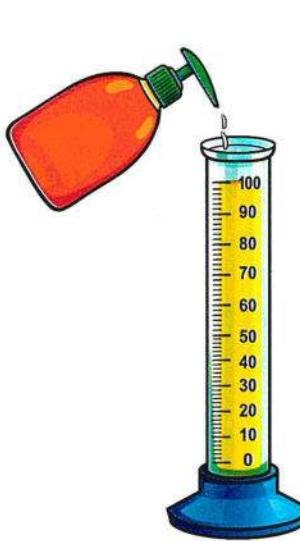
is _____ mL



Capacity of



is _____ mL



Capacity of



is _____ mL

Exercise

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On Lessons 8 & 9

- Capacity
- Reading capacity

1 Choose the better estimation for each.

a.



1 mL

1 L

b.



300 mL

300 L

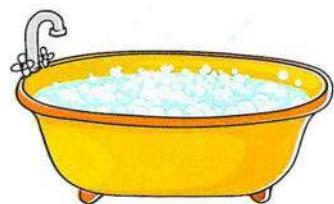
c.



10 mL

10 L

d.



40 mL

40 L

e.



2 mL

2 L

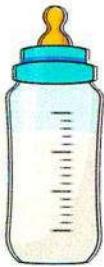
f.



500 mL

500 L

g.



200 mL

200 L

h.



3 mL

3 L

i.



Shampoo

350 mL

350 L

j.



2 mL

2 L

k.



10 mL

10 L

l.

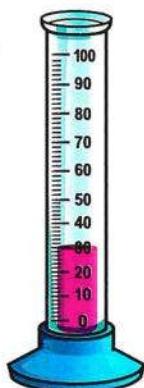


50 mL

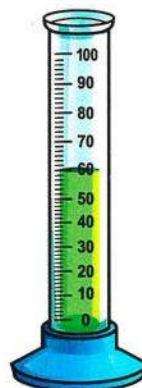
50 L

2 How many mL are there ?

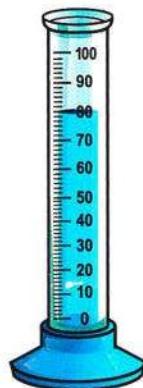
a.



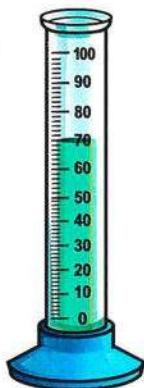
b.



c.



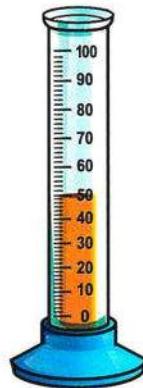
d.



e.

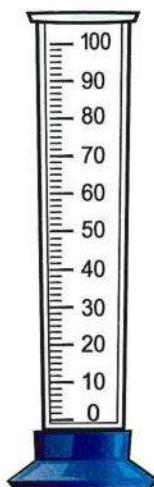


f.

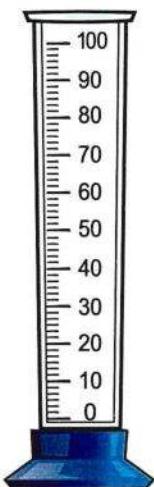


3 Color to reach the given measures.

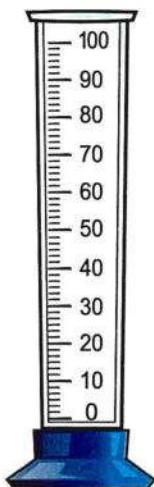
a.



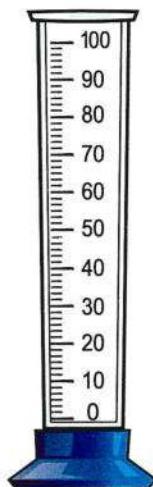
b.



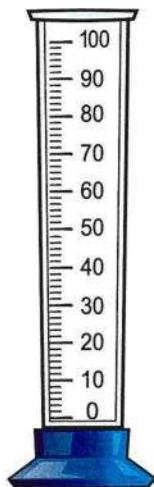
c.



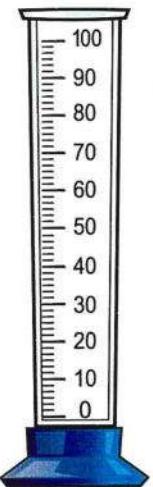
d.



e.



f.



30 mL

80 mL

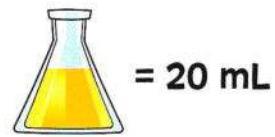
50 mL

100 mL

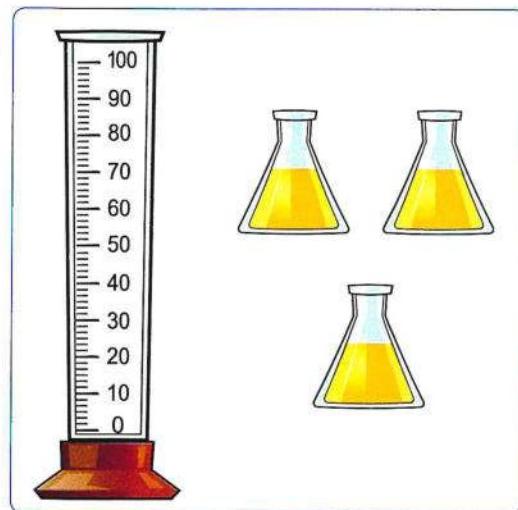
10 mL

70 mL

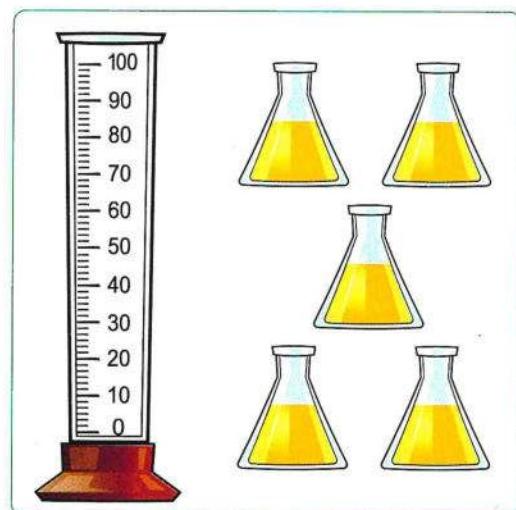
4 Color to reach the required measures.



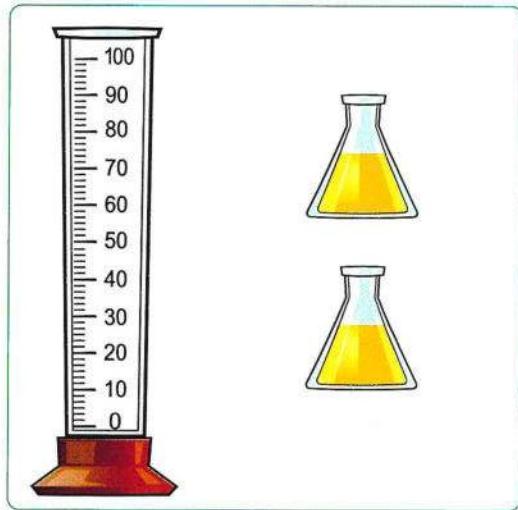
a.



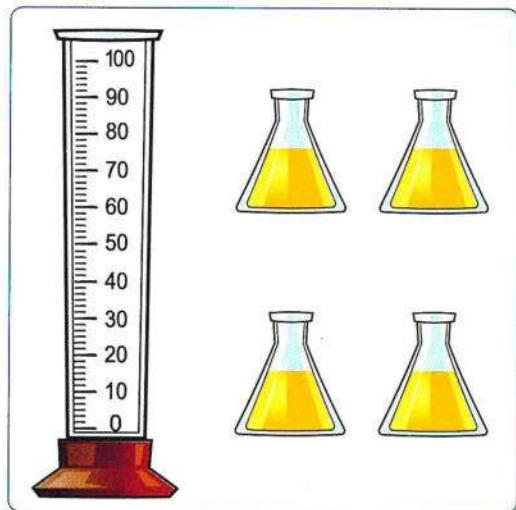
b.



c.



d.



5 Complete the following.

a. $5 \text{ L} = \underline{\hspace{2cm}}$ mL

b. $9 \text{ L} = \underline{\hspace{2cm}}$ mL

c. $3,000 \text{ mL} = \underline{\hspace{2cm}}$ L

d. $4,000 \text{ mL} = \underline{\hspace{2cm}}$ L

e. $25 \text{ L} = \underline{\hspace{2cm}}$ mL

f. $37,000 \text{ mL} = \underline{\hspace{2cm}}$ L

g. $10 \text{ Liters} = \underline{\hspace{2cm}}$ milliliters

h. $7 \text{ Liters} = \underline{\hspace{2cm}}$ milliliters

i. $75,000 \text{ milliliters} = \underline{\hspace{2cm}}$ Liters

j. $1,000 \text{ milliliters} = \underline{\hspace{2cm}}$ Liter

6 Choose the correct answer.

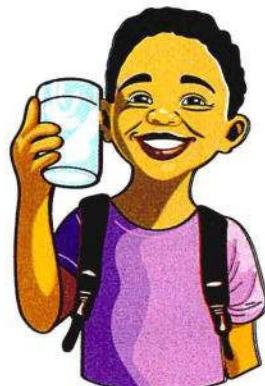
- a. $3\text{ L} = \underline{\hspace{2cm}}$ mL (30 or 300 or 3,000)
- b. 14 liters = $\underline{\hspace{2cm}}$ milliliters (140 or 14,000 or 1,400)
- c. $10\text{ L} = \underline{\hspace{2cm}}$ mL (1,000 or 100 or 10,000)
- d. A perfume bottle is measured by $\underline{\hspace{2cm}}$ (mL or L)
- e. Water in a bathtub is measured by $\underline{\hspace{2cm}}$ (mL or L)
- f. The graduated cylinder is a tool for measuring $\underline{\hspace{2cm}}$ (capacity or tall or weight)
- g. The capacity of a soda can could be $\underline{\hspace{2cm}}$ (330 L or 330 mL)
- h. $2,000\text{ mL} = \underline{\hspace{2cm}}$ L (200 or 2 or 20)
- i. $70,000\text{ mL} = \underline{\hspace{2cm}}$ L (700 or 7 or 70)
- j. The liter is a unit used to measure $\underline{\hspace{2cm}}$ (tall or temperature or capacity)
- k. Milk in a bottle is measured by $\underline{\hspace{2cm}}$ (L or mL)
- l. $3\text{ L} + 2\text{ L} = \underline{\hspace{2cm}}$ mL (5 or 500 or 5,000)
- m. $5,000\text{ mL} - 2,000\text{ mL} = \underline{\hspace{2cm}}$ L (2 or 3 or 4)
- n. $2\text{ L} + 1,000\text{ mL} = \underline{\hspace{2cm}}$ L (2 or 3 or 4)
- o. Petrol in a car is measured by $\underline{\hspace{2cm}}$ (mL or L)
- p. Soda in a can is measured by $\underline{\hspace{2cm}}$ (mL or L)

Challenge



7 Sameh drank 1,300 mL of water.

How much more or less than 1 L did he drink ?



Place
a smiley
face

GLOSSARY



A		B		C		D		E		F	
accepted	مقبول					complete					يُكمل
accumulative	تراكمي					correct					صحيح
actual	فَعْلٌ					count					بعد
addition facts	حقائق الجمع					create					ينشئ
addition	الجمع						D				
add	يجمع					data					بيانات
analog clock	ساعة ذات عقارب					decide					يقرر
answer	يجب / إجابة					decompose					يحل
area	مساحة					decomposing					التحليل
arrange	يرتب					decrease					ينقص
array	مصفوفة					descending					تنازلي
ascending	تصاعدی					describe					يوصف
assessment	تقييم					determine					يحدد
attribute	خاصية					diagonal pattern					النمط القطري
axis	محور					different					مختلف
B		bar graph		التمثيل البياني بالأعمدة		digital clock					ساعة رقمية
belong	يتنتمي					digit					رقم
between	بين					dimension					بعد
big	كبير					discover					يكتشف
break apart	يقسم					distance					مسافة
C		challenge		توزيع		distributive					توزيع
capacity	السعة					divide					يقسم
centimeter	سنتيمتر					division					القسمة
chart	تحدي					doubling					مضاعفة
check	مخطط					draw					يرسم
choose	يتحقق					E		elapsed time		الوقت المنقضى	
circle	يختار					element					عنصر
clock	دائرة / يضع دائرة حول					equal to					مساواً لـ
closed figure						estimate					يقدّر
color						estimating					تقدير
column						estimation					تقدير
common						expanded form					الصيغة الممتدة
commutative						explain					يفسر
compare						extend					يتمدد
comparing						F		fact family		حقائق رياضية	
						factor pair					زوج من العوامل
						factor					عامل
						fair share					نصيب عادل
						favorite					مفضل
						fewest					الأقل
						fill in					يملأ

finding	يُجادل	M	يوصى
find	يوجد		يعنى
finger	إصبع		يقيس
first	أولاً		قياس
frequency	التكرار		متر
G			
greater than	أكبر من		ملييلتر
greatest	الأكبر		مليمتر
grid	شبكة		عقرب الدقائق
group	مجموعة		دقيقة
H			
half	نصف		مفقود / ناقص
happen	يحدث		خطأ
hexagon	سداسي الأضلاع		نموذج
hint	تنويه		الأكثر
hop	قفز		مضروب
horizontal	أفقي		حقائق الضرب
hour hand	عقرب الساعات		الضرب
hour	ساعة		يضرب
hundred thousand	مائة ألف		
I			
incorrect	خطأ		
increase	يزيد		
intersect	يتقاطع		
J			
join	ينضم / يوصل		
K			
key	مفتاح		
L			
land on	يستقر		
least	الأصغر		
left	باقي / شمال		
length	طول		
less than	أقل من		
line plots	مخطط التمثيل بالنقاط		
linear measurement	قياس خطى		
list	قائمة		
liter	لتر		
longest	الأطول		
long	طويل		
M			
match			
mean			
measure			
measuring			
meter			
milliliter			
millimeter			
minute hand			
minute			
missing			
mistake			
model			
most			
multiple			
multiplication facts			
multiplication			
multiply			
N			
next			تالى
number line			خط الأعداد
number pattern			نمط الأعداد
number			عدد
O			
object			شيء
octagon			ثمانى الأضلاع
open figure			شكل مفتوح
order			يرتب / ترتيب
organize			ينظم
organizing			تنظيم
P			
palm			كف اليد
parallelogram			متوازى الأضلاع
parallel			موازي
pattern			نمط
pentagon			خمسان الأضلاع
perimeter			محيط
pictograph			التمثيل البيانى بالصور
place value			القيمة المكانية
polygon			مضلع
previous			السابق
problem			مسألة
product			حاصل الضرب
put			بعض

	Q	quadrilateral quarter past quarter to quotient	رباعي الأضلاع وربع إلا ربع خارج القسمة	stand for standard form standard unit statement story problem strategy	يشير إلى الصيغة الرمزية العلامة المرجعية عبارة مسألة كلامية استراتيجية
	R	rearrange record rectangle regrouping relation repeated addition required result review rhombus right ring row ruler rule	يعيد الترتيب يسجل مستطيل إعادة التجميع علاقة الجمع المتكرر مطلوب نتيجة يراجع / مراجعة معين يمين يحيط صف مسطرة قاعدة	subtraction subtract suitable sum symbol	الطرح يطرح مناسب مجموع رمز
	T	table tally marks tell ten thousand thousand tick time tip total trapezium triangle trick	جدول علامات الإحصاء [العلامات التكرارية] يخبر عشرة آلاف ألف يضع علامة الوقت تلحين مجموع شبه المنحرف مثلث خدعة	table tally marks tell ten thousand thousand tick time tip total trapezium triangle trick	جدول علامات الإحصاء [العلامات التكرارية] يخبر عشرة آلاف ألف يضع علامة الوقت تلحين مجموع شبه المنحرف مثلث خدعة
	S	same scale sentence set shape shortest short show side similar situation skip counting small solve sort split square unit square	نفس الشيء مقاييس جملة مجموعة شكل الأقصر قصير يعرض جانب / ضلع متشابه موقع العد بالقفز صغير يحل يصنف يقسم / يشطر وحدة مربعة مربع	unit value venn diagram vertex vertical vertices visual vote	وحدة قيمة شكل فن رأس رأسى رؤوس بصري رأى
	U				وحدة
	V				وحدة
	W				طريقة / أسلوب
		way whether width word form			إذا كان عرض الصيغة الكلامية

Mathematics

By a group of supervisors

STEP BY STEP REVISION

FREE PART

1

- Worksheets
- General Revision
- Final Assessments



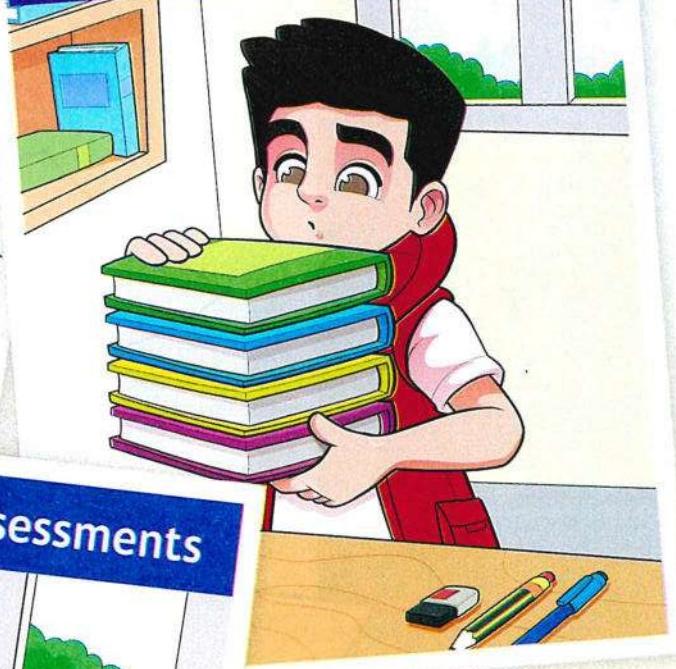
3rd
PRIMARY
FIRST TERM
2025

Index

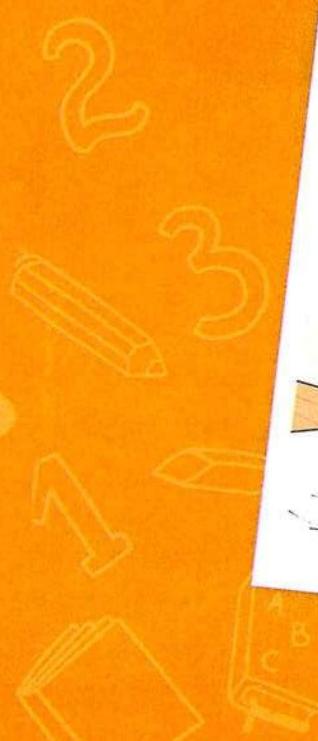
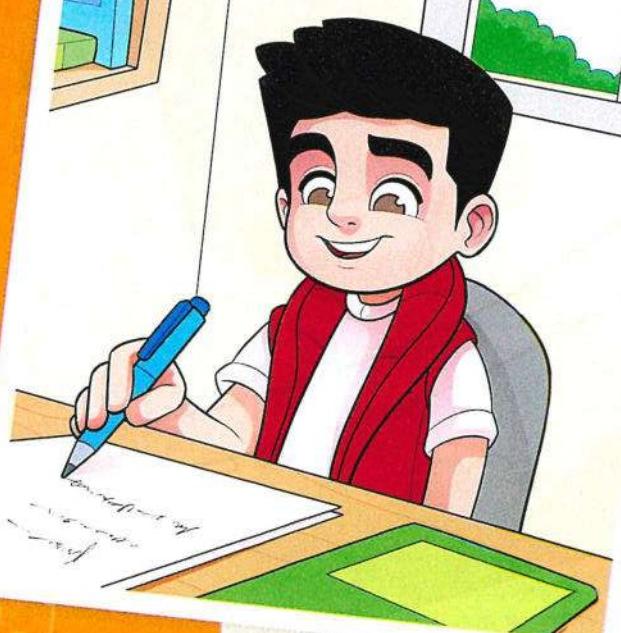
First: Worksheets



Second: General Revision



Third: Final Assessments



First

Worksheets



Sheet 1

On lesson 1 - chapter 1

1 Circle the correct rule.

a. 75 , 65 , 55 , 45 , _____

- 5 - 10 + 5 + 10

b. 68 , 84 , 100 , 116 , _____

- 14 + 14 - 16 + 16

c. 200 , 175 , 150 , 125 , _____

+ 25 - 25 - 20 + 20

2 Discover the pattern rule. Write the missing numbers.

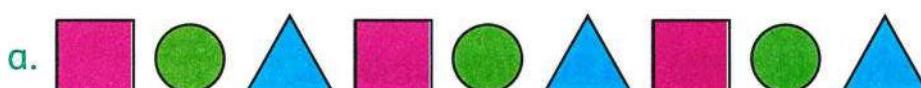
a. 41 , 44 , 47 , 50 , _____ , _____

Rule

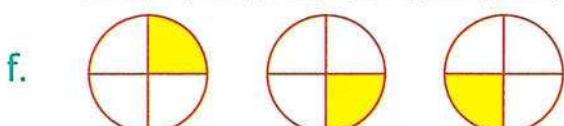
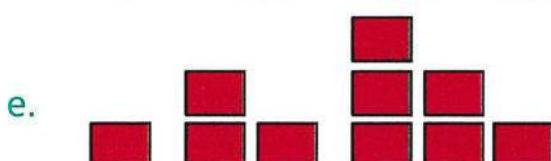
b. 80 , 70 , 60 , 50 , _____ , _____

c. 115 , 120 , 125 , 130 , _____ , _____

3 Draw the pattern unit.



b. 7 8 7 8 7 8

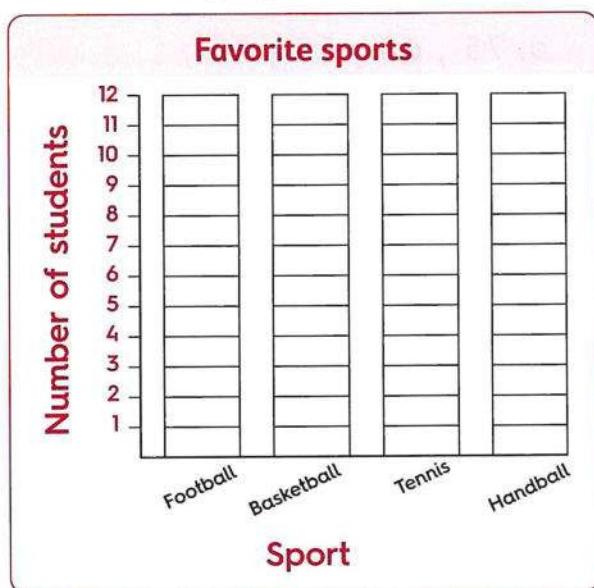


Sheet 2

Till lesson 2 - chapter 1

- 1 Complete the tally table, then use it to make a bar graph.

Favorite sports		
Sport	Tally	Number of students
Football		_____
Basketball		_____
Tennis		_____
Handball		_____



Answer the questions.

- How many students liked basketball ? _____
- Which sport got the most votes ? _____
- Which sport got the fewest votes ? _____

- 2 Discover the pattern rule. Write the missing numbers.

a. 20 , 22 , 24 , _____ , _____

Rule

b. 30 , 25 , 20 , _____ , _____

c. 7 , 14 , 21 , _____ , _____

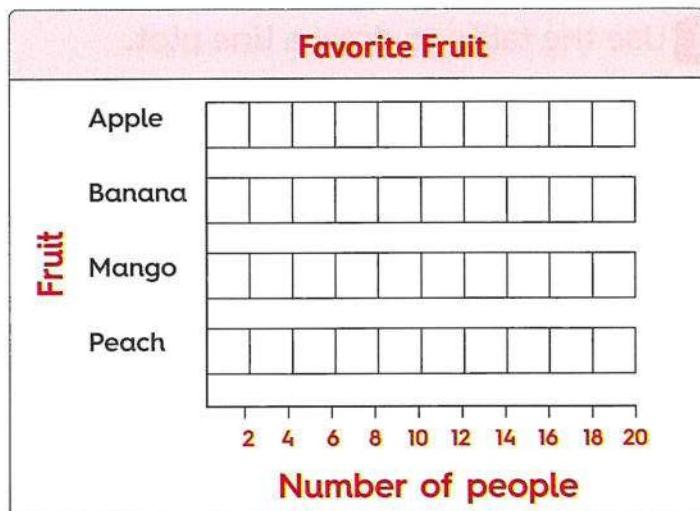
d. 3 , 13 , 23 , _____ , _____

e. 123 , 234 , 345 , _____ , _____

f. 900 , 700 , 500 , _____ , _____

3 Convert the same information from the tally table into a bar graph.

Favorite Fruit	
Type	Tally
Apple	
Banana	
Mango	
Peach	

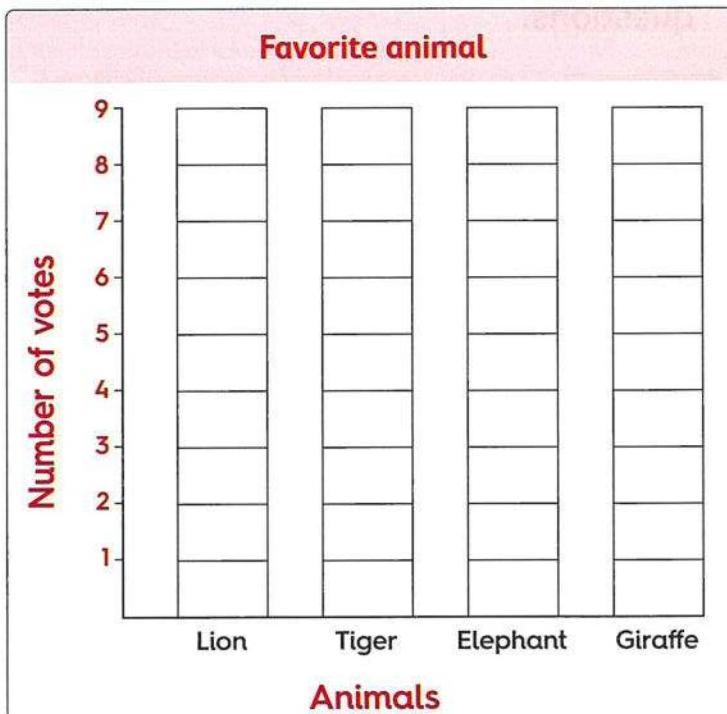


- a. How many people liked banana best ? _____
 b. How many people liked apple and mango ? _____

4 This is a survey about our favorite animal in the zoo.

Make a tally table and then use it to make a bar graph and answer the following questions.

Lion	Tiger	Elephant
Giraffe	Lion	Giraffe
Elephant	Tiger	Tiger
Giraffe	Lion	Giraffe



Favorite animal		
Kind	Tally	Number
Lion		_____
Tiger		_____
Elephant		_____
Giraffe		_____

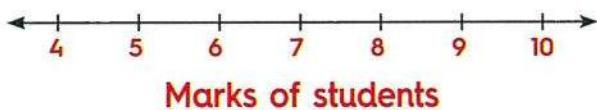
- a. Which animal is favored by the most ? _____
 b. Which two animals have the same votes ? _____ , _____
 c. How many persons voted for elephant ? _____
 d. How many more persons voted for lion than elephant ? _____

Sheet 3

Till lesson 3 - chapter 1

- 1 Use the table to draw a line plot.

Marks of students in math exam

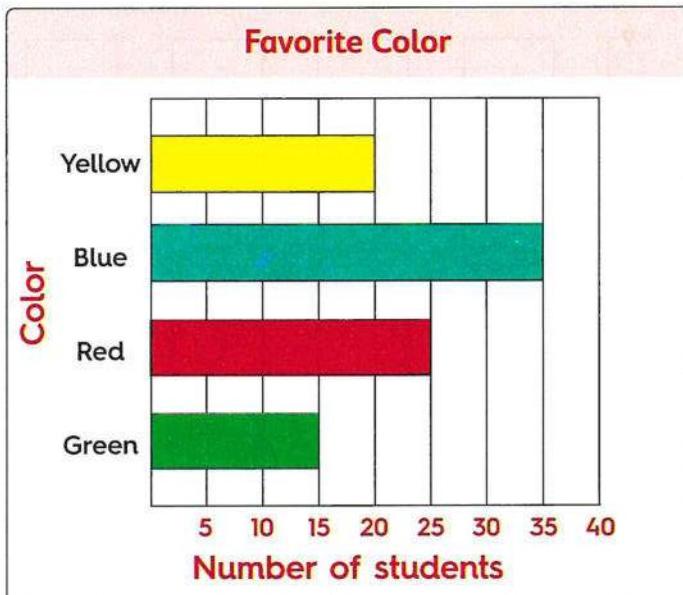


Key

Each X = _____ students.

Marks of students	
Marks	Tally
4	
5	
6	
7	
8	
9	
10	

- 2 Use the bar graph to complete the tally table then, answer the following questions.

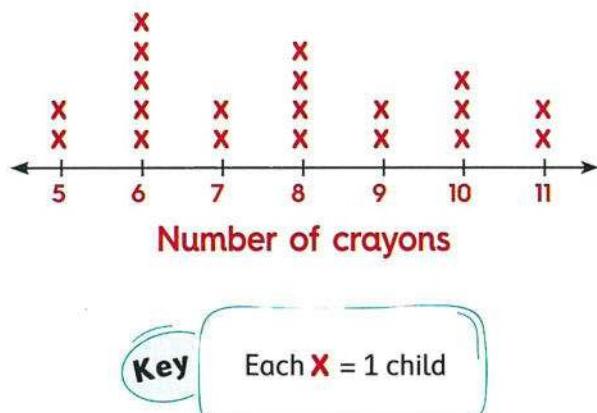


Favorite Color	
Color	Tally
Yellow	
Blue	
Red	
Green	

- How many students liked red color ? _____
- Which color is liked the least ? _____
- Which color is liked the most ? _____
- How many students liked red color and green color ? _____

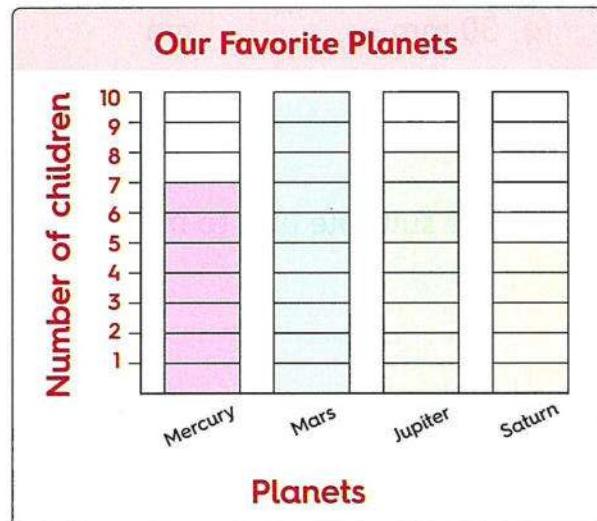
3 Use the line plot to answer the questions.

- How many children have 8 crayons? _____
- How many children have 6 crayons? _____
- How many children have more than 9 crayons? _____
- How many children have less than 7 crayons? _____



4 Use the bar graph to answer the questions.

- How many children choose Mars? _____
- Which planet did the fewest children choose? _____
- How many children choose Mercury? _____
- How many more votes did the Jupiter get than the Saturn? _____



5 Find the rule. Extend the pattern.

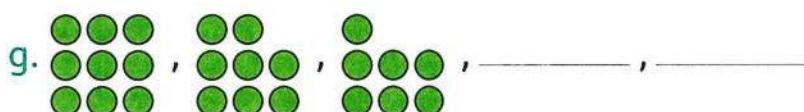
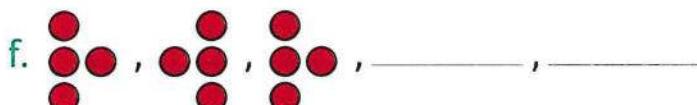
a. 40, 37, 34, _____, _____

b. 6, 12, 18, _____, _____

c. 9, 19, 29, _____, _____

d. 4, 9, 7, 12, _____, _____

e. ▲, □, ●, ▲, _____, _____



Sheet 4

Till lessons 4 to 6 - chapter 1

- 1 Use a ruler to measure the length of each of the following.

a.



b.



_____ centimeters, _____ mm

_____ centimeters

c.



_____ cm

_____ mm

_____ cm, _____ mm

- 2 Choose the correct answer.

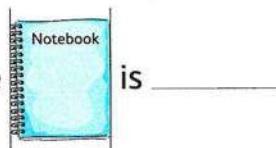
a. $30 \text{ mm} = \underline{\hspace{2cm}}$ cm

(3 or 10 or 30 or 300)

b. $20 \text{ cm} = \underline{\hspace{2cm}}$ mm

(2 or 10 or 20 or 200)

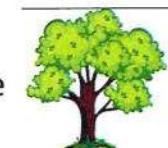
c. The suitable unit to measure



is _____

(cm or m or mm)

d. The suitable unit to measure



is _____

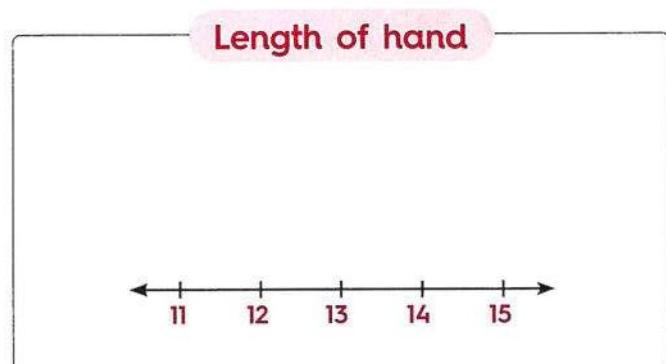
(m or cm or mm)

e. $9 \text{ mm} \bigcirc 9 \text{ m}$

(< or = or >)

- 3 Complete the tally table and the line plot.

Length of hand		
Length	Tally	Number
11 cm		_____
12 cm		_____
13 cm		_____
14 cm		_____
15 cm		_____



Key

Each X = 1 child

Assessment Chapter 1



1 Complete.

a. $5 \text{ cm} = \underline{\hspace{2cm}}$ mm

b. $250 \text{ cm} = \underline{\hspace{1cm}} \text{ m and } \underline{\hspace{1cm}} \text{ cm}$

c. The length of the object  = $\underline{\hspace{2cm}}$ cm

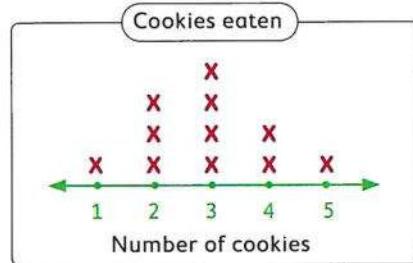
d. $49, 48, 47, 46, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}$ (in the same pattern)

2 Choose the correct answer.

a. By using the opposite line plot.

How many children ate 2 cookies ?

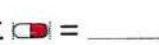
(1 or 2 or 3 or 4)



key
Each X stands for one child.

b. $18, 23, 28, 33, \underline{\hspace{1cm}}$ (in the same pattern) (38 or 43 or 37 or 33)

c. $20 \text{ mm} = \underline{\hspace{2cm}} \text{ cm}$ (20 or 2 or 200 or 22)

d. The length of the object  = $\underline{\hspace{2cm}}$ mm (1 or 5 or 2 or 10)

3 Put (✓) to the correct statement or (X) to the incorrect statement.

a. $5 \text{ m and } 3 \text{ m} = 8 \text{ cm}$ ()

b. $8 \text{ m} = 800 \text{ cm}$ ()

c. The length of the object  = 4 cm ()

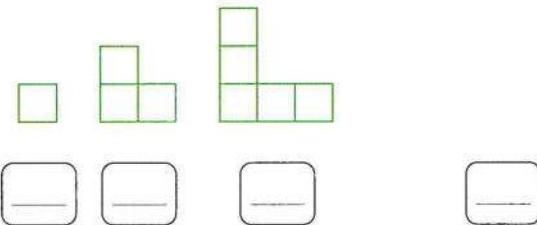
d. $30, 32, 34, 36, 39, 40$ are all in a correct same pattern. ()

4 Arrange the following lengths in a descending order.

$70 \text{ mm}, 70 \text{ cm}, 77 \text{ mm}, 77 \text{ cm}$

The order is : $\underline{\hspace{1cm}}, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}$

- 5** Draw what might come next in the pattern. Write the number of items in each step.



- 6** Complete using (< , = or >).

a. $7 \text{ m } \square 7 \text{ cm}$

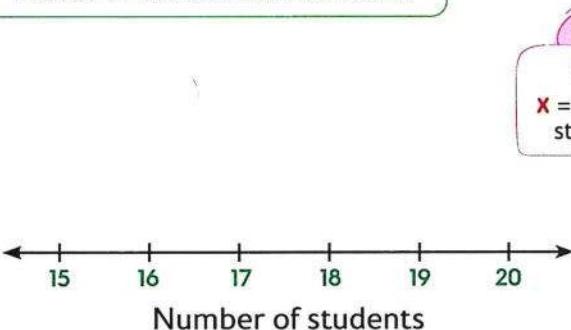
b. $4 \text{ m } \square 40 \text{ cm}$

c. $20 \text{ mm } \square 20 \text{ cm}$

d. $70 \text{ mm } \square 9 \text{ cm}$

- 7** Use the table to draw a line plot.

Marks of students in an exam

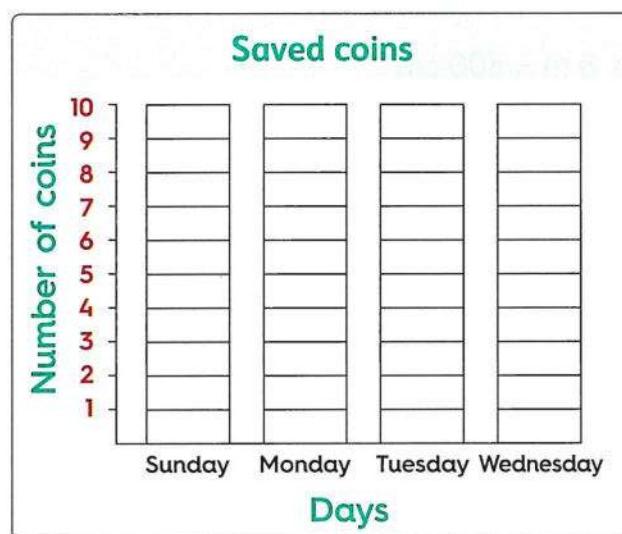


Marks of students in an exam

Marks	Number of students
15	2
16	1
17	3
18	5
19	4
20	2

- 8** Count the tallies. Write the total. Color the bar graph to show the data.

Saved coins		
Day	Tally	Number
Sunday		—
Monday		—
Tuesday		—
Wednesday		—



Sheet 5

Till lessons 1 & 2 - chapter 2

1 By using the following table complete.

Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones
9	2	1	4	5	8

a. Standard form : _____

b. Expanded form : _____

c. Word form : _____

2 Write the following numbers in order from least to greatest.

7,563

4,792

978

8,460

The order is : _____ , _____ , _____ , _____

3 Write the greatest and the least 4-digit number formed from 3, 9, 0 and 7.

a. The greatest number is _____

b. The least number is _____

4 Choose the correct answer.

a. $7,000 + 30 + 8 =$ _____ (in standard form)

(7,380 or 7,038 or 7,083 or 7,830)

b. The value of the digit 5 in the number 3,572 is _____

(5 or 50 or 500 or 5,000)

c. Three thousand, two hundred six in standard form is _____

(3,260 or 3,206 or 3,620 or 3,226)

d. The place value of the digit 2 in the number 2,751 is _____

(Ones or Tens or Hundreds or Thousands)

e. 300 tens = _____ hundreds.

(3 or 30 or 300 or 3,000)

f. 30 mm = _____ cm

(3 or 30 or 300 or 3,000)

g. 12 cm = _____ mm

(12 or 120 or 1,200 or 12,000)

h. The tally marks |||| | represent _____

(5 or 6 or 7 or 8)

Sheet 6

Till lessons 3 & 4 - chapter 2

1 Choose the correct answer.

- a. The place value of the digit 7 in the number 375,128 is _____
(Tens or Hundreds or Thousands or Ten thousands)
- b. The value of the digit 0 in the number 130,452 is _____
(0 or 10 or 1,000 or 100,000)
- c. The smallest number formed from 3, 7, 8, 4, 9 and 0 is _____
(37,849 or 307,489 or 304,789 or 987,430)
- d. $700,000 + 50,000 + 900 + 6 =$ _____
(7,596 or 750,906 or 75,960 or 705,906)
- e. 33, 38, 43, _____ (in the same pattern) (44 or 45 or 48 or 50)

2 Complete.

- a. $74,000 =$ _____ tens.
- b.  _____ (in the same pattern)
- c. Six hundred forty-two thousand, seven hundred thirteen = _____
(in standard form)
- d. $97,350 = 90,000 +$ _____ $+ 300 + 50$

3 Compare, write ">, < or =".

- | | |
|---|---|
| a. $79,562$  $81,563$ | b. $17,000$  17 hundreds |
| c. $87,521$  Nine hundred thousand | d. $30,000 + 4,000 + 50$  34,005 |
| e. 30 cm  30 mm | f. 130 tens  13 hundreds |

4 Put (✓) to the correct statement or (✗) to the incorrect statement.

- a. The place value of the digit 3 in the number 31,654 is Hundred thousands. ()
- b. The place value of the digit 7 in the number 731,265 is 700,000 ()
- c. The value of the digit 5 in the number 576,123 is 500,000 ()
- d. The value of the digit 0 in the number 720,315 is Thousands. ()
- e. Nine hundred thousand, nine hundred = 900,900 ()

Sheet 7

Till lesson 5 - chapter 2

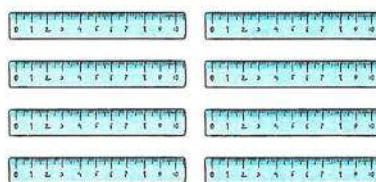
1 Look at each, complete.

a.



_____ equal rows
_____ in each row
_____ in all

b.



_____ equal rows
_____ in each row
_____ in all

2 Create an array.

a.

3 rows of 2

b.

2 rows of 3

3 Choose the correct answer.

a. The place value of the digit 0 in the number 401,731 is _____

(Ones or Hundreds or Thousands or Ten thousands)

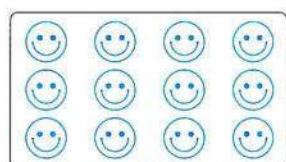
b. 198,521 ○ 2 hundred thousands ($>$ or $<$ or $=$)

c. The greatest 6-digit number formed from 7, 8, 5, 4, 0 and 9 is _____

(405,789 or 540,789 or 987,450 or 987,540)

d. In the opposite array, the number of rows = _____

(3 or 4 or 12 or 15)



e. The value of the digit 8 in the number 841,003 is _____

(80 or 800 or 80,000 or 800,000)

4 Write in expanded form.

a. 314,052 = _____

b. 72 thousands = _____

c. 37,561 = _____

d. Fourteen thousand, thirty-one = _____

Sheet 8

Till lesson 6 - chapter 2

3

1 Put (✓) to the correct statement or (✗) to the incorrect statement.

- a. $7 + 7 + 7 = 3 \times 7$ ()
- b. 5 groups of 2 = 5×2 ()
- c. 4 groups of 9 = $4 + 4 + 4 + 4$ ()
- d. $9 \times 2 = 9 + 9$ ()
- e. 6 equal groups of 8 = $6 + 8$ ()
- f. $6 \times 6 = 6 + 6 + 6 + 6$ ()

2 Build the array according to the following. Write the multiplication sentence.

a.

3 rows of 4

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

b.

2 columns of 5

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

c.

6 rows of 3

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

3 Join the place value of the digit 2 in each of the following.

- a. 725,463 •
- b. 256,007 •
- c. 154,672 •
- d. 176,291 •
- e. 452,700 •
- f. 654,321 •

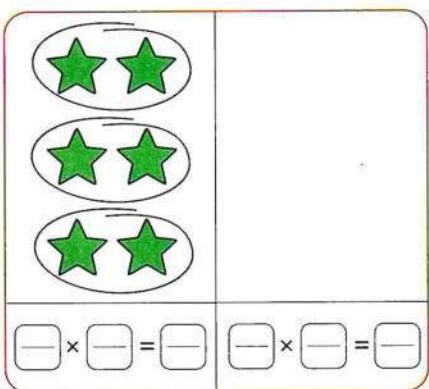
- Ones
- Tens
- Hundreds
- Thousands
- Ten thousands
- Hundred thousands

Sheet 9

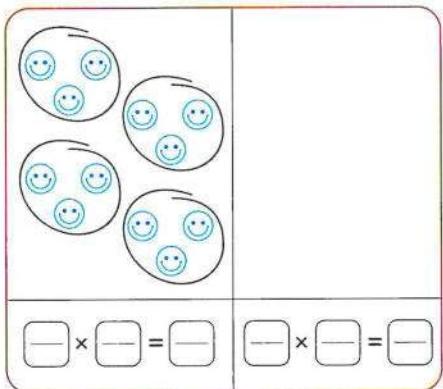
Till lesson 7 - chapter 2

- 1 Write the multiplication sentence for each equal groups, then draw the equal groups that shows the commutative property.

a.

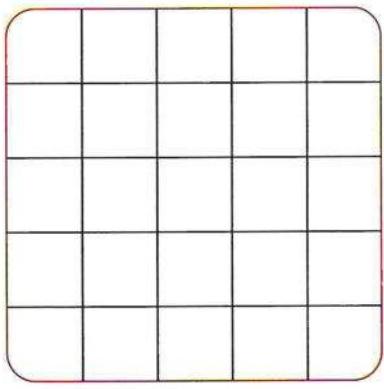


b.



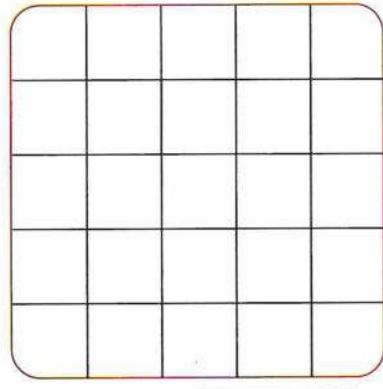
- 2 Draw the array on the grid according to its multiplication sentence. Write the product.

a.



$$4 \times 3 =$$

b.



$$5 \times 4 =$$

- 3 Put (✓) to the correct statement or (✗) to the incorrect statement.

- a. $30,000 + 5,000 + 2 + 100 = 35,102$ ()
- b. 17 hundreds = 1,700 ()
- c. The value of the digit 6 in the number 36,217 is Thousands. ()
- d. 11,111 is the smallest 5-digit number. ()
- e. $9,999 > 11,111$ ()
- f. $3 \text{ m} < 13 \text{ cm}$ ()

Assessment Chapter 2



1 Choose the correct answer.

- a. The value of the digit 3 in 439,012 is _____ (300,000 or 30,000 or 3,000)
- b. Two hundred fifty-eight thousand ,seven hundred thirty-one in standard form is _____ (731,258 or 285,731 or 258,731)
- c. 6,239 in expanded form is _____
($6,000 + 200 + 30 + 9$ or $9,000 + 300 + 20 + 6$ or $2,000 + 600 + 90 + 3$)
- d. 120 thousands 1,200 hundreds (> or < or =)
- e. 451,679 89,879 (> or < or =)
- f. $3 \times 5 = 5 \times$ _____ (3 or 5 or 35)

2 Match.

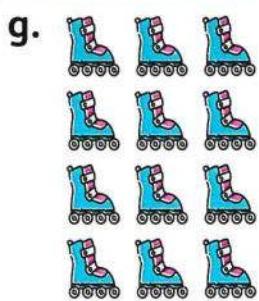
- a. $3 + 3 + 3 + 3$ b. 5×4 c. 2 rows of 3 d. 5 columns of 3
- $5 + 5 + 5 + 5$ 3×5 2×3 $4 + 4 + 4$

3 Put (✓) to the correct statement or (✗) to the incorrect statement.

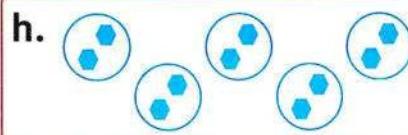
- a. $5 + 5 + 5 + 5 + 5 = 5 \times 5$ ()
- b. $8 + 4,000 + 60 + 100 = 8,461$ ()
- c. The greatest number formed from 3 , 0 , 8 and 2 is 8,032 ()
- d. $5 \times 7 = 7 + 5$ ()

4 Complete.

- a. $9 + 9 + 9 = 9 \times$ _____ | b. _____ $\times 7 = 7 \times 2$
- c. 50 thousands and 50 = _____ | d. 3 rows of 6 = _____ \times _____ = _____
- e. 2 groups of 5 = _____ + _____
- f. The value of the digit 0 in any number equals _____



_____ rows of _____
 x
 =



_____ groups of _____
 x =

5 a. Arrange from the greatest to the least.

100,369 , 812,926 , 99,512 , 766 , 812,437

The order is : _____ , _____ , _____ , _____ , _____

b. Arrange from the least to the greatest.

307,040 , 7,403 , 43,007 , 304,700

The order is : _____ , _____ , _____ , _____

6 Compare using "> , < or =".

a. 3,467

3,164

b. 300 thousands

3,000 hundreds

c. 132,045

93,245

d. 548,176

548,173

e. One hundred thousand

99,999

f. 275 thousands and 6

275,600

g. 25,600 tens

256 thousands

h. 381,205

83 thousands and 205



Accumulative Assessment

Till chapter 2



1 Complete.

a. $3 \times 1, 3 \times 2, 3 \times 3, 3 \times 4, \underline{\hspace{2cm}}, \underline{\hspace{2cm}}$ (in the same pattern)

b. $10 + 10 + 10 + 10 + 10 = \underline{\hspace{2cm}} \times 10$

c. 5 thousands, 6 hundreds and 31 ones = _____

d. $15 \text{ m} = \underline{\hspace{2cm}} \text{ cm}$

e. _____ (in the same pattern)

2 Put (✓) to the correct statement or (✗) to the incorrect statement.

a. $50,000 + 300 + 5,000 + 6 = 55,360$ ()

b. 5 groups of 3 = $5 + 5 + 5$ ()

c. $1 \text{ cm} = 100 \text{ mm}$ ()

d. 50 hundreds = 5 thousands ()

e. The greatest 5-digit number is 99,990 ()

3 Choose the correct answer.

a. The tally marks mean _____ (3 or 4 or 5)

b. $3 \text{ cm} = \underline{\hspace{2cm}} \text{ mm}$ (3 or 30 or 300)

c. $5 \times \underline{\hspace{2cm}} = 9 \times 5$ (5 or 9 or 0)

d. $9 \times 2 = 9 + \underline{\hspace{2cm}}$ (2 or 11 or 9)

e. 95, 85, 75, 65, _____ (in the same pattern) (55 or 65 or 35)

f. The length of the figure = _____ mm (6 or 60 or 600)

4 Match.

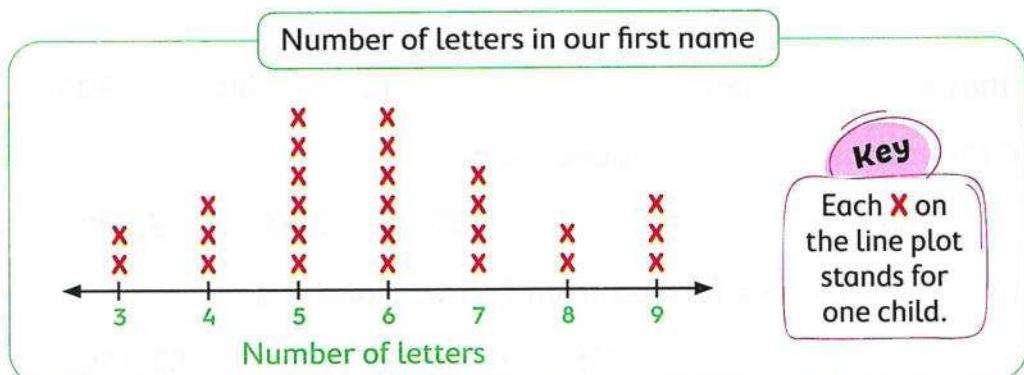
a.

b.

c.

d.

5 Use the line plot to answer the questions.



- How many children have 5 letters in their first name? _____ children.
- What is the smallest number of letters in a child's first name? _____ letters.
- What is the greatest number of letters in a child's first name? _____ letters.

6 Draw a model group. Then write an addition sentence and a multiplication sentence for 3 groups of 2.

7 a. Write the numbers in an ascending order.

7,482

54,658

954,201

12,158

The order is : _____, _____, _____, _____

b. Write the numbers in a descending order.

83,987

8,315

833,400

833,312

The order is : _____, _____, _____, _____

Sheet 10

Till lessons 1 & 2 - chapter 3

1 Choose the correct answer.

a. $80 \text{ mm} = \underline{\hspace{2cm}} \text{ cm}$ (8 or 80 or 800 or 8,000)

b. $370 \text{ thousands} = \underline{\hspace{2cm}} \text{ hundreds}$
(37 or 370 or 3,700 or 37,000)

c. The greatest number formed from 7, 8, 0, 2 and 5 is $\underline{\hspace{2cm}}$
(78,520 or 87,520 or 87,250 or 87,502)

d. If a guitar has 6 strings, then there are $\underline{\hspace{2cm}}$ strings in 2 guitars.
(6 or 8 or 10 or 12)

2 Complete.

a. $94,562 = 90,000 + \underline{\hspace{2cm}} + 500 + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$



b. The opposite array is $\underline{\hspace{2cm}}$ rows of $\underline{\hspace{2cm}}$

c. $6 \times 5 = 5 \times \underline{\hspace{2cm}}$

d. If Ayman runs 2 hours every day, then the number of running hours in 5 days is $\underline{\hspace{2cm}}$ hours.

3 Read and solve. You may use counters to solve.

a) Sara had a bag of peanuts to share with her friends . She gave 3 friends 4 peanuts each. How many peanuts did Sara give away ?

b) There are 7 mangoes in a box. How many mangoes are there in 3 boxes ?

c) A bag of balls holds 5 balls. How many balls are there in 3 bags ?

Sheet 11

Till lesson 3 - chapter 3

1 Use the chart. Find each product.

a. $3 \times 4 =$ _____

b. $2 \times 6 =$ _____

c. $0 \times 9 =$ _____

d. $4 \times 6 =$ _____

e. $1 \times 8 =$ _____

f. $2 \times 5 =$ _____

g. $3 \times 6 =$ _____

h. $4 \times 8 =$ _____

i. $3 \times 8 =$ _____

j. $2 \times 4 =$ _____

k. $3 \times 9 =$ _____

l. $4 \times 4 =$ _____

m. $4 \times 5 =$ _____

n. $5 \times 0 =$ _____

o. $2 \times 7 =$ _____

2 Choose the correct answer.

a. _____ $\times 4 = 40$

(6 or 2 or 5 or 10)

b. _____ is a multiple of 2 and 3 together. (4 or 9 or 12 or 15)

c. The least number formed from the digits 7, 6, 0, 4, 8 and 2 is _____

(24,678 or 204,678 or 246,780 or 876,420)

d. The place value of the digit 4 in the number 124,023 is _____

(Tens or Hundreds or Thousands or Ten thousands)

e. _____ $\times 3 = 15$

(3 or 2 or 5 or 6)

3 Use the chart.

a. Write the multiples of 2 greater than 30 and smaller than 60

b. Write the multiples of 3 greater than 30 and smaller than 60

c. Write three common multiples of 2 and 3 greater than 30 and smaller than 60

Sheet 12

Till lesson 4 A - chapter 3

1 Use the chart. Find each product.

a

$$\begin{aligned} \bullet 6 \times 5 &= \underline{\hspace{2cm}} \\ \bullet 7 \times 4 &= \underline{\hspace{2cm}} \\ \bullet 6 \times 2 &= \underline{\hspace{2cm}} \\ \bullet 6 \times 6 &= \underline{\hspace{2cm}} \\ \bullet 7 \times 6 &= \underline{\hspace{2cm}} \\ \bullet 5 \times 7 &= \underline{\hspace{2cm}} \\ \bullet 7 \times 0 &= \underline{\hspace{2cm}} \\ \bullet 3 \times 9 &= \underline{\hspace{2cm}} \\ \bullet 2 \times 10 &= \underline{\hspace{2cm}} \end{aligned}$$

b

$$\begin{aligned} \bullet 7 \times 3 &= \underline{\hspace{2cm}} \\ \bullet 5 \times 9 &= \underline{\hspace{2cm}} \\ \bullet 7 \times 7 &= \underline{\hspace{2cm}} \\ \bullet 5 \times 6 &= \underline{\hspace{2cm}} \\ \bullet 5 \times 5 &= \underline{\hspace{2cm}} \\ \bullet 6 \times 8 &= \underline{\hspace{2cm}} \\ \bullet 3 \times 5 &= \underline{\hspace{2cm}} \\ \bullet 5 \times 4 &= \underline{\hspace{2cm}} \\ \bullet 7 \times 9 &= \underline{\hspace{2cm}} \end{aligned}$$

c

$$\begin{aligned} \bullet 6 \times 4 &= \underline{\hspace{2cm}} \\ \bullet 6 \times 10 &= \underline{\hspace{2cm}} \\ \bullet 1 \times 3 &= \underline{\hspace{2cm}} \\ \bullet 7 \times 5 &= \underline{\hspace{2cm}} \\ \bullet 6 \times 3 &= \underline{\hspace{2cm}} \\ \bullet 7 \times 8 &= \underline{\hspace{2cm}} \\ \bullet 0 \times 8 &= \underline{\hspace{2cm}} \\ \bullet 6 \times 9 &= \underline{\hspace{2cm}} \\ \bullet 5 \times 8 &= \underline{\hspace{2cm}} \end{aligned}$$

2 Compare using ">, < or =".

a. $75,865 \bigcirc 101,213$

c. $7 \times 4 \bigcirc 3 \times 9$

e. $7 \times 7 \bigcirc 5 \times 8$

g. $30 \text{ mm} \bigcirc 3 \text{ cm}$

i. $7 \times 0 \bigcirc 7 + 0$

b. 32 thousands \bigcirc 720 tens

d. $7 \times 0 \bigcirc 9 \times 1$

f. $5 \times 6 \bigcirc 3 \times 10$

h. $5 + 5 + 5 + 5 \bigcirc 5 \times 5$

j. $7 + 1 \bigcirc 7 \times 1$

3 Put (✓) to the correct statement or (✗) to the incorrect statement.

a. 1 is a multiple of 7 ()

b. $7 \times 0 = 0 \times 6$ ()

c. $7 + 7 + 7 + 7 + 7 + 7 + 7 < 6 \times 7$ ()

d. $5 \times 5 < 7 \times 4$ ()

e. 65 is a multiple of 5 ()

f. 200 tens < 20 hundreds ()

g. 6 groups of 9 < 7 groups of 8 ()

Sheet 13

Till lesson 4 B - chapter 3

1 Use the chart. Find each product.

a

- $8 \times 2 =$ _____
- $9 \times 5 =$ _____
- $8 \times 6 =$ _____
- $10 \times 2 =$ _____
- $8 \times 10 =$ _____
- $10 \times 6 =$ _____
- $9 \times 6 =$ _____
- $8 \times 7 =$ _____
- $9 \times 9 =$ _____
- $8 \times 9 =$ _____

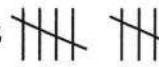
b

- $10 \times 3 =$ _____
- $8 \times 1 =$ _____
- $9 \times 7 =$ _____
- $8 \times 5 =$ _____
- $10 \times 7 =$ _____
- $9 \times 8 =$ _____
- $10 \times 5 =$ _____
- $8 \times 4 =$ _____
- $9 \times 3 =$ _____
- $8 \times 3 =$ _____

c

- $6 \times 4 =$ _____
- $5 \times 6 =$ _____
- $6 \times 6 =$ _____
- $4 \times 3 =$ _____
- $7 \times 10 =$ _____
- $6 \times 3 =$ _____
- $4 \times 4 =$ _____
- $0 \times 7 =$ _____
- $8 \times 8 =$ _____
- $6 \times 9 =$ _____

2 Put (✓) to the correct statement or (✗) to the incorrect statement.

- a. Seven hundred two thousand, seventy-two in standard form = 702,072 ()
- b. $7 \text{ m} = 70 \text{ millimeters}$. ()
- c. The place value of the digit 7 in the number 372,604 is Ten thousands. ()
- d. The tally marks  represent 553 ()
- e. 9 equal groups of 10 = 9×10 ()
- f. $8 \times 0 = 0 \times 9$ ()
- g. 13 hundreds = 130 tens ()

3 Use the chart. Write five common multiples of 5 and 10 greater than 10 and smaller than 100

- Multiples of 5 are _____
- Multiples of 10 are _____
- Common multiples of 5 and 10 are _____, _____, _____, _____ and _____

Sheet 14

Till lesson 5 - chapter 3

1 Complete using the given numbers. Use every number more than one time.

1	2	3	6
—	—	—	= 6
—	—	—	= 6
—	—	—	= 6
—	—	—	= 6

1	9	3	27
—	—	—	= 27
—	—	—	= 27
—	—	—	= 27
—	—	—	= 27

2	3	4	6
—	—	—	= 12
—	—	—	= 12
—	—	—	= 12
—	—	—	= 12

2 Write each factor pair and the factors of each number.

a. **20**

—	x	—
—	x	—
—	x	—

—	x	—
—	x	—
—	x	—

Factors are : _____

b. **12**

—	x	—
—	x	—
—	x	—

—	x	—
—	x	—
—	x	—

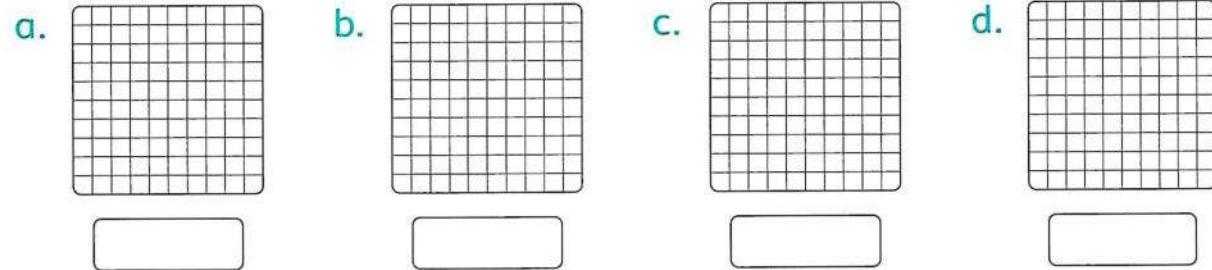
Factors are : _____

3 Build four different arrays according to the given number.

18

a.

—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—



b.

—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—

c.

—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—

d.

—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—

4 Join the equal results.

a. 9×0

b. 5×8

c. 1×12

d. 3×6

e. 3×8

2×6

2×9

4×6

1×0

4×10

5 Find each product that is not correct. Write it correctly.

a.
$$\begin{array}{r} 5 \\ \times 0 \\ \hline 5 \end{array}$$

Correct

Not correct

b.
$$\begin{array}{r} 7 \\ \times 5 \\ \hline 12 \end{array}$$

Correct

Not correct

c.
$$\begin{array}{r} 6 \\ \times 3 \\ \hline 18 \end{array}$$

Correct

Not correct

d.
$$\begin{array}{r} 8 \\ \times 1 \\ \hline 9 \end{array}$$

Correct

Not correct

6 Find the result.

a. $7 \times 6 =$ _____

b. $9 \times 6 =$ _____

c. $4 \times 9 =$ _____

d. $7 \times 10 =$ _____

e. $8 \times 8 =$ _____

f. $5 \times 7 =$ _____

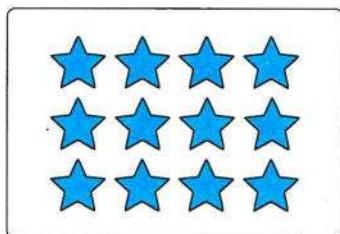
g. $2 \times 8 =$ _____

h. $7 \times 9 =$ _____

i. $6 \times 8 =$ _____

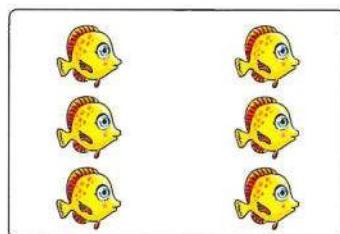
7 Look at each array. Complete.

a.



_____ equal rows
_____ in each row
_____ in all

b.



_____ equal columns
_____ in each column
_____ in all

8 Choose the correct answer.

a. $300 \text{ mm} =$ _____ cm (3 **or** 30 **or** 300 **or** 3,000)

b. Three thousand, five = _____ (in standard form)

(3,005 **or** 3,500 **or** 3,050 **or** 350)

c. The place value of the digit 7 in the number 372,041 is _____

(Tens **or** Hundreds **or** Thousands **or** Ten thousands)

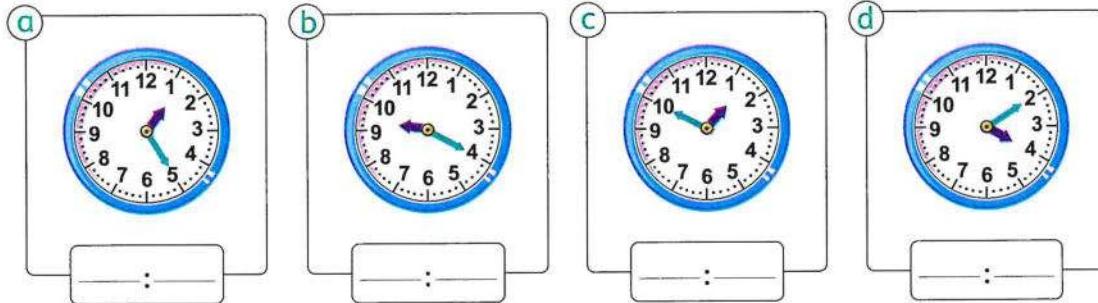
d. $7 \times 4 >$ _____ (5×8 **or** 3×10 **or** 3×9 **or** 6×5)

e. $19,562 \bigcirc 9,000 + 10,000 + 60 + 600$ ($>$ **or** $<$ **or** $=$)

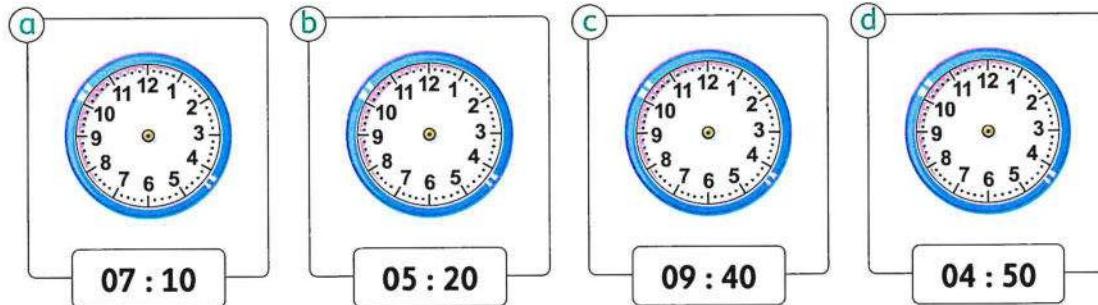
Sheet 15

Till lessons 6 & 7 - chapter 3

1 Write the time.



2 Draw the clock hands.



3 Mina left home at 7 : 00

It took him 40 minutes to get to school.



What time did he get to school ?

4 Complete.

a. The value of the digit 4 in the number 34,226 is _____

b. $7 \times 8 =$ _____

c. $7 \text{ cm} =$ _____ mm

d. $9 \times 2 =$ _____

e. $4 \times 6 =$ _____

f. The number that the minute hand will point to when the time is 03 : 25
is _____

g. 4 equal groups of 7 = _____ \times _____ = _____

h. The elapsed time from 05 : 00 to 05 : 50 equals _____ minutes.

5 Petra started playing gymnastic at 04 : 00, she played for 45 minutes. What time did she finish ?

Sheet 16

Till lessons 8 & 9 - chapter 3

1 Draw to show your work.

a

Divide 6 into 3 equal groups

_____ in each group.

b

Divide 12 into 4 equal groups

_____ in each group.

2 Measure the length of each line.

a.



_____ mm

b.



_____ cm

c.



_____ mm

3 Sara has 20 apples and wants to put them in 5 plates.

How many apples are there in each plate ?

Work area

4 Choose the correct answer.

a. The least number formed from 7 , 0 , 4 , 1 , 2 , 9 is _____

(12,479 or 120,479 or 102,479 or 124,790)

b. The value of the digit 3 in the number 753,421 is _____

(30 or 300 or 3,000 or 30,000)

c. The number that the minute hand will point to when the time is 12 : 40
is _____

(6 or 7 or 8 or 9)

d. _____ is a factor of 12

(7 or 5 or 6 or 8)

e. $6 \times 1 =$ _____

(0 or 6 or 7 or 8)

Sheet 17

Till lesson 10 - chapter 3

1 Find the result.

a. $12 \div 3 =$ _____

b. $35 \div 5 =$ _____

c. $42 \div 6 =$ _____

d. $28 \div 4 =$ _____

e. $27 \div 3 =$ _____

f. $15 \div 5 =$ _____

g. $54 \div 6 =$ _____

h. $10 \div 10 =$ _____

i. $32 \div 4 =$ _____

j. $40 \div 10 =$ _____

k. $24 \div 4 =$ _____

l. $10 \div 2 =$ _____

2 Complete.

a. $4 \times$ _____ = 24

b. _____ $\div 3 = 4$

c. _____ $\times 5 = 35$

d. $6 \times$ _____ = 18

e. _____ $\div 7 = 8$

f. _____ $\times 6 = 54$

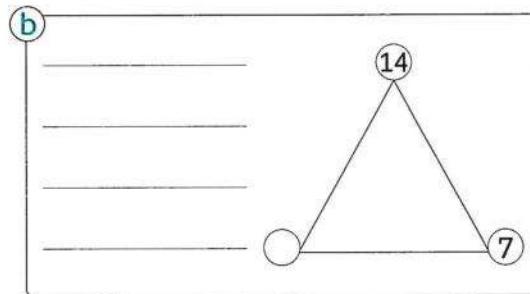
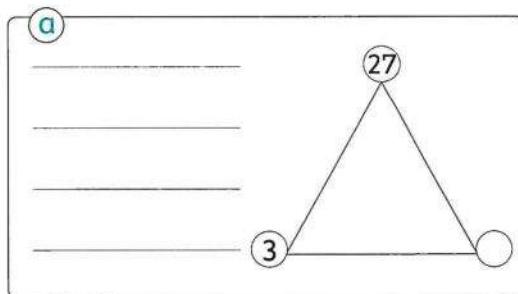
g. $18 \div$ _____ = 6

h. $2 \times 7 =$ _____

i. $3 \times$ _____ = 15

3 Find the missing factor in each triangle

then write the four number sentences that go with the fact family.

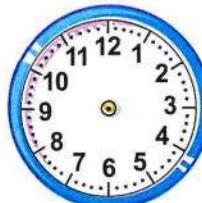


4 Write and draw the hands on the clock to show the time.

Bassem started playing football at 8 : 00

He played for 25 minutes.

What time did he finish ?



_____ : _____

5 Write in standard form each of the following.

a. Two thousand, seven hundred, thirty-two = _____

b. $50,000 + 800 + 9 =$ _____

Assessment Chapter 3



1 Solve.

a. 2×5 _____

b. 3×4 _____

c. $14 \div 2$ _____

d. $6 \div 3$ _____

e. 6×5 _____

f. $20 \div 5$ _____

2 Write each factor pair and the factors of the number 18.

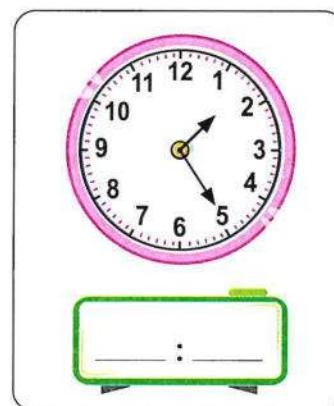
_____ \times _____ _____ \times _____

_____ \times _____ _____ \times _____

_____ \times _____ _____ \times _____

• Factors are _____

3 Write the time.



4 Choose the correct answer.

a. _____ is a common multiple of 2 and 3.

(4 or 12 or 8 or 5)

b. $8 \times 0 =$ _____

(0 or 8 or 80 or 9)

c. _____ is a multiple of 5.

(23 or 14 or 56 or 15)

d. $2 \times$ _____ = 12

(10 or 8 or 14 or 6)

e. The minute hand will point to number _____ when 50 minutes have passed.

(5 or 10 or 8 or 4)

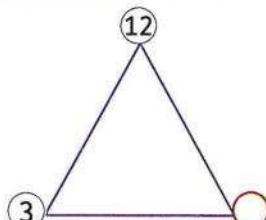
5 Ahmed bought 5 packs of ping pong balls. Each pack has 3 balls.

How many balls are there ?



6 Find the missing factor in the triangle. Then write the four sentences that show the fact family.

_____ _____
_____ _____



Accumulative Assessment

Till chapter 3



1 Put (✓) to the correct statement or (✗) to the incorrect statement.

- a. The three numbers 4, 8 and 2 can form a fact family. ()
- b. $7 + 7 + 7 + 7 + 7 + 7 + 7 = 7 \times 8$ ()
- c. $3 \times 9 = 9 + 3$ ()
- d. $7 \div 7 = 7 \div 1$ ()
- e. $1 \text{ m} = 100 \text{ cm}$ ()
- f. $150 \text{ tens} = 15 \text{ thousands}$ ()

2 Choose the correct answer.

- a. The minute hand will point to the number 4 when _____ minutes have passed.
(5 or 10 or 15 or 20)
- b. 49 is a multiple of _____ (6 or 7 or 8 or 9)
- c. $7 \times 6 = \underline{\hspace{1cm}} \times 7$ (1 or 5 or 6 or 7)
- d. 5 rows of 7 = _____ (12 or 2 or 57 or 35)
- e. $1 \text{ cm} = \underline{\hspace{1cm}} \text{ mm}$ (1 or 10 or 100 or 1,000)
- f. The length of the figure |—————| = _____ cm
(3 or 4 or 5 or 6)

3 Match.

- a. 3 × 2 b. 25 ÷ 5 c. 3 + 3 + 3 + 3 d. 8 ÷ 8 e. 2 ÷ 1

2 × 6

36 ÷ 6

1 × 5

2 × 1

7 ÷ 7

4 Complete.

- a. $5 + 30,000 + 400 + 7,000 + 60 = \underline{\hspace{1cm}}$
- b. 2 groups of 9 = _____ + _____



c. The tally marks  mean _____

d. 1,000 , 1,100 , 1,200 , 1,300 , _____ (in the same pattern)

e. If $8 \times 9 = 72$, then _____ $\div 8 = 9$

f. $36 \div 4 = 3 \times$ _____

5 Arrange the following numbers from least to greatest.

99,007 , 91,500 , 9,999 , 91,005 , 9,009

The order is : _____ , _____ , _____ , _____ , _____

6 Write the other facts from the family $15 \div 3 = 5$

7 Ola bought 7 pens. If the price of the pens is 35 pounds.
Find the price of each pen.

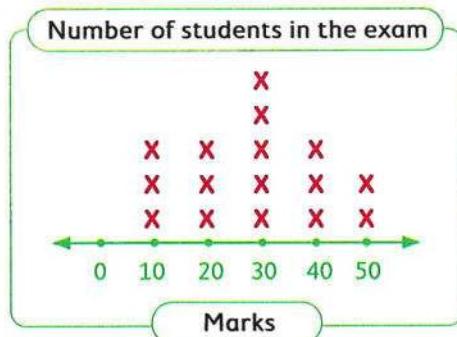
The price of each pen = _____ = _____ pounds.

8 Use the line plot to answer the questions.

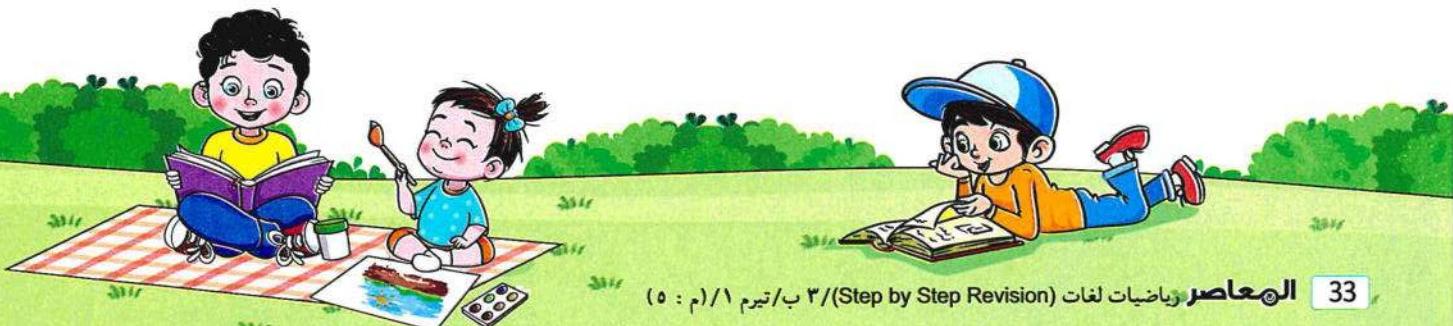
a. How many students have 40 marks ? _____ students.

b. How many students have more than 30 marks ? _____ students.

c. How many students have this exam ? _____ students.



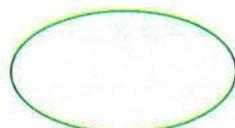
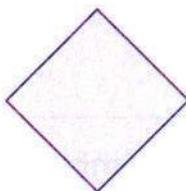
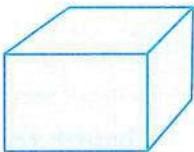
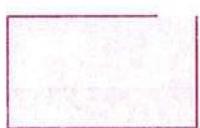
Key
Each X stands for one student.



Sheet 18

Till lesson 1 - chapter 4

- 1 Circle the shapes which are not polygons.



- 2 Join the equal answers.

a. 4×9 •

• 2×10

b. 0×7 •

• 2×4

c. 4×5 •

• 6×6

d. $24 \div 3$ •

• $30 \div 3$

e. $20 \div 2$ •

• 1×0

- 3 Complete.

a. The polygon which has 3 sides is called _____

b. The hexagon has _____ vertices.

c. The quadrilateral has _____ sides.

d. The _____ has 7 sides.

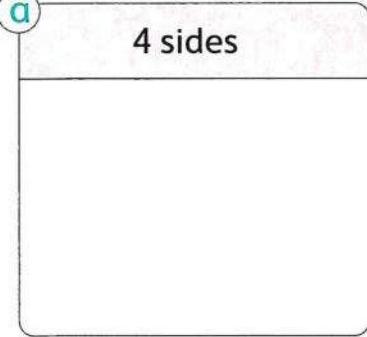
e. The pentagon has _____ sides and _____ vertices.

f. In any polygon, the number of _____ equals the number of _____

- 4 Draw a polygon with.

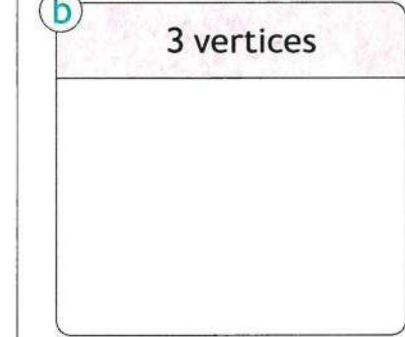
a

4 sides



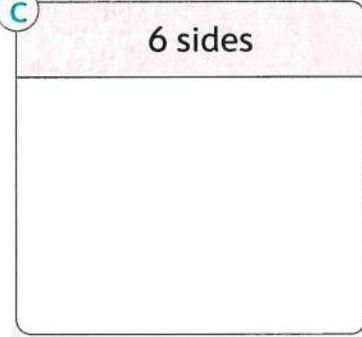
b

3 vertices



c

6 sides

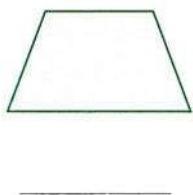


Sheet 19

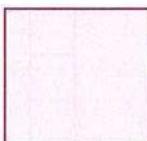
Till lesson 2 - chapter 4

1 Write the name of each quadrilateral.

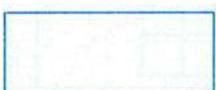
a.



b.



c.



d.



2 Complete.

- a. The rectangle has _____ similar vertices.
- b. The parallelogram has _____ pairs of parallel sides.
- c. The square has _____ equal sides.
- d. The trapezium has exactly _____ pair of parallel sides.
- e. The rectangle has _____ pairs of equal sides.
- f. The heptagon has _____ sides.

3 Write the other facts from each family.

a

$$2 \times 7 = 14$$

b

$$3 \times 9 = 27$$

c

$$18 \div 3 = 6$$

4 Each monkey wants to eat 6 bananas.

There are 30 bananas.

How many monkeys can be fed ?

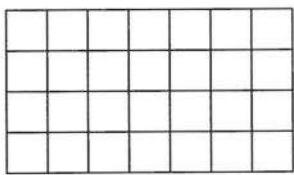
Work area

Sheet 20

Till lessons 3 to 5 - chapter 4

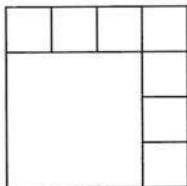
- 1 Complete to find the area of each of the following.

a.



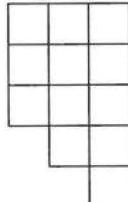
$$\text{Area} = \text{---} \times \text{---} = \text{---} \quad \square$$

b.



$$\begin{aligned}\text{Area} &= \text{---} \times \text{---} \\ &= \text{---} \text{ square units}\end{aligned}$$

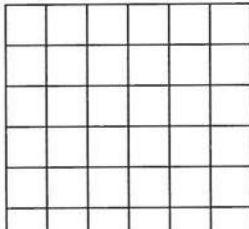
c.



$$\text{Area} = \text{---} \quad \square$$

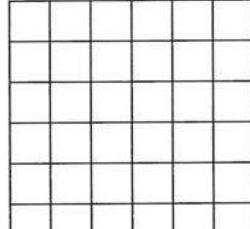
- 2 Use the grid to draw a rectangle represents each of the following sentences and calculate the area.

a.



$$5 \times 3 = \boxed{\quad}$$

b.



$$4 \times 2 = \boxed{\quad}$$

- 3 Complete.

a.



rows of _____

b. $73,289 = \text{---} + \text{---} + \text{---} + \text{---} + \text{---}$

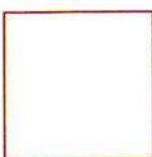
c. The number of sides of a triangle is _____ sides.

d. The least 5-digit number formed from 7, 5, 8, 9 and 1 is _____

e. The rhombus has _____ vertices.

- 4 Name each figure and write the missing numbers.

a.



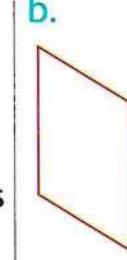
Name : _____

_____ equal sides

_____ pairs of parallel sides

_____ vertices

b.



Name : _____

_____ pairs of equal sides

_____ pairs of parallel sides

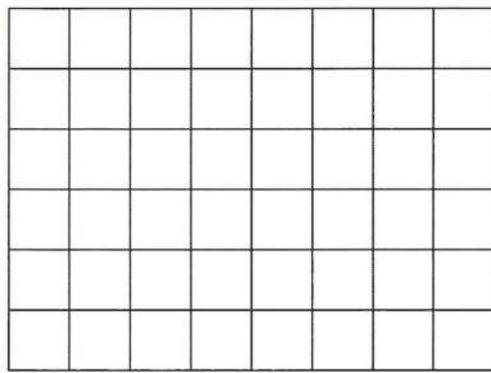
_____ vertices

Sheet 21

Till lessons 6 & 7 - chapter 4

- 1** Split the following array using the distributive property.
Write the equations that match it.

a.



$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

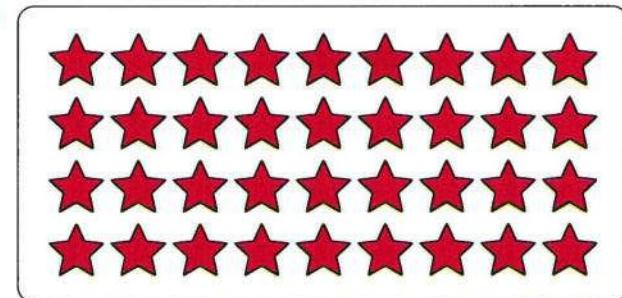
$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

$$\boxed{\quad} + \boxed{\quad} = \bigcirc$$

$$6 \times 8 = \underline{\quad}$$

$$6 \times 8 = (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad})$$

b.



$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

$$\boxed{\quad} + \boxed{\quad} = \bigcirc$$

$$4 \times 9 = \underline{\quad}$$

$$4 \times 9 = (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad})$$

- 2** Use the distributive property to complete the following equations.

a. $7 \times 13 = (7 \times 5) + (7 \times \underline{\quad})$

b. $8 \times 9 = (8 \times 4) + (\underline{\quad} \times \underline{\quad})$

c. $5 \times 11 = (5 \times 3) + (\underline{\quad} \times \underline{\quad})$

d. $3 \times 15 = (3 \times 10) + (\underline{\quad} \times \underline{\quad})$

e. $8 \times 12 = (8 \times \underline{\quad}) + (8 \times 7)$

f. $7 \times 16 = (7 \times 10) + (\underline{\quad} \times \underline{\quad})$

g. $\underline{\quad} \times \underline{\quad} = (5 \times 9) + (5 \times 6)$

h. $\underline{\quad} \times \underline{\quad} = (3 \times 10) + (3 \times 3)$

i. $\underline{\quad} \times \underline{\quad} = (4 \times 7) + (4 \times 3)$

j. $\underline{\quad} \times \underline{\quad} = (6 \times 5) + (6 \times 7)$

3 Discover the pattern rule. Write the missing numbers.

a. 14 , 17 , 20 , 23 , _____ , _____

Rule

b. 30 , 28 , 26 , 24 , _____ , _____

4 Create an array.

a. 4 rows of 2

b. 7 columns of 3

c. 1 row of 5

--	--	--	--	--

5 Complete.

a. $2 \times 6 =$ _____

b. $4 \times 8 =$ _____

c. $6 \times 9 =$ _____

d. $5 \times 10 =$ _____

e. $2 \times 8 = 4 \times$ _____

f. $25 \div 5 =$ _____

g. $35 \div 7 =$ _____

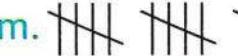
h. $24 \div 6 =$ _____

i. The greatest number formed from the digits 5 , 7 , 4 and 2 is _____

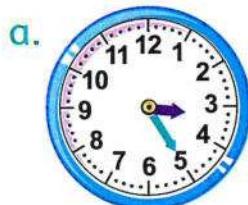
j. The smallest 4-digits number formed from the digits 9, 5, 0 and 8 is _____

k. The pentagon is a polygon which has _____ sides.

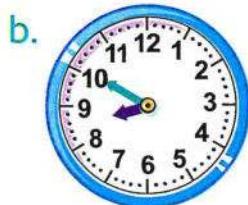
l. The parallelogram has _____ pairs of parallel sides.

m.  represent _____

6 Write the time.



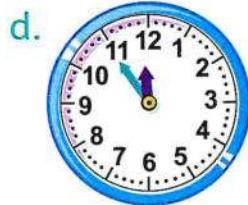
____ : ____



____ : ____



____ : ____



____ : ____

7 Write the numbers in order from least to greatest.

745,216

, 390,571 , 735,429 , 391,897 , 79,999

The order is : _____ , _____ , _____ , _____ , _____

Assessment Chapter 4



1 Choose.

a. Which of the following is not a polygon ?

Square

Circle

Hexagon

b. How many sides does this shape have ?

5 sides

7 sides



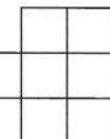
6 sides

c. Which of the following does not represent a parallelogram ?

Square

Trapezium

Rhombus



d. The area of the opposite figure is _____

6

12

9

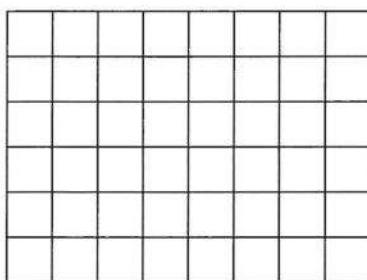
e. _____ = $(4 \times 4) + (4 \times 5)$

4 \times 9

4 \times 6

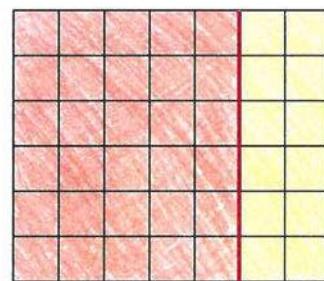
4 \times 1

2 Calculate the area of the figure.



$$\begin{aligned} \text{The area} &= \text{—} \times \text{—} \\ &= \text{—} \text{ square units} \end{aligned}$$

3 Write the distributive property equation. Calculate the total area.



$$\begin{aligned} 6 \times 7 &= (\text{—} \times \text{—}) + (\text{—} \times \text{—}) \\ &= \text{—} \text{ square units} \end{aligned}$$

4 Identify each 2D shape, and write the number of each of sides and vertices.

a.



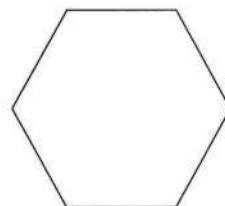
Sides



Vertices

Name : _____

b.



Sides



Vertices

Name : _____

Accumulative Assessment

Till chapter 4



1 Complete.

a. $321, 432, 543, 654, \underline{\hspace{2cm}}, \underline{\hspace{2cm}}$ (in the same pattern)

b. $50,000 + 500 + 3,000 + 30 + 8 = \underline{\hspace{2cm}}$

c. $2 \times 5 = \underline{\hspace{2cm}}$

d. The pentagon is a polygon which has $\underline{\hspace{2cm}}$ vertices.

e. $3 \text{ m} = \underline{\hspace{2cm}} \text{ cm}$

f. $\underline{\hspace{2cm}} \div 3 = 5$

g. $7 \times 13 = 7 \times 10 + 7 \times \underline{\hspace{2cm}}$

2 Put (✓) to the correct statement or (✗) to the incorrect statement.

a. $7 \times 15 = (7 \times 10) + (7 \times 5)$ is called the distributive property of addition. ()

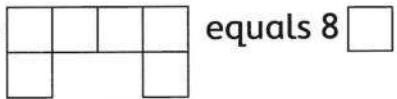
b. $3 \times 7 = 7 \times 3$ is called the commutative property of multiplication. ()

c. 3 rows of 5 = $3 \times 5 = 15$ ()

d. $5 \times 1 = 5 \div 1$ ()

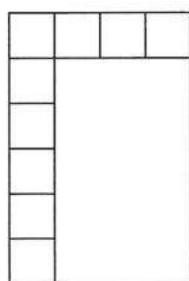
e. The rectangle's vertices are not similar. ()

f. $5 + 5 + 5 = 3 + 3 + 3 + 3 + 3$ ()

g. The area of the figure  equals $8 \square$ ()

3 Calculate the area of each of the following.

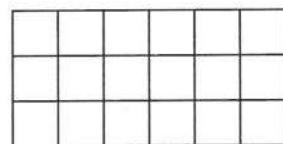
a.



$$\text{Area} = \underline{\hspace{2cm}} \times \underline{\hspace{2cm}}$$

= $\underline{\hspace{2cm}}$ square units

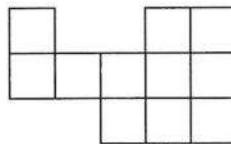
b.



$$\text{Area} = \underline{\hspace{2cm}} \times \underline{\hspace{2cm}}$$

= $\underline{\hspace{2cm}}$ square units

c.



$$\text{Area} = \underline{\hspace{2cm}} \square$$

4 Name each figure and write the missing numbers.

a.



Name



pairs of equal sides

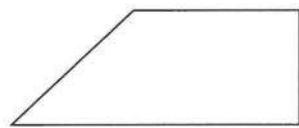


pairs of parallel sides



vertices

b.



Name



equal sides



pair of parallel sides



vertices

5 Draw a model groups. Then write an addition sentence and multiplication sentence for **2 groups of 3**

6 Count the tallies. Write the total. Color the graph to show the data.

Saved coins		
Day	Tally	Number
Sunday		—
Monday		—
Tuesday		—
Wednesday		—

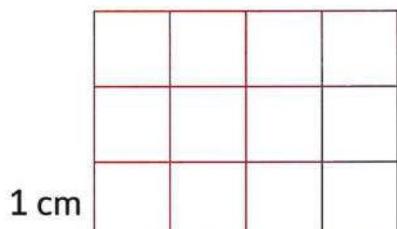


Sheet 22

Till lessons 1 & 2 - chapter 5

- 1** Find the perimeter and the area of each of the following.

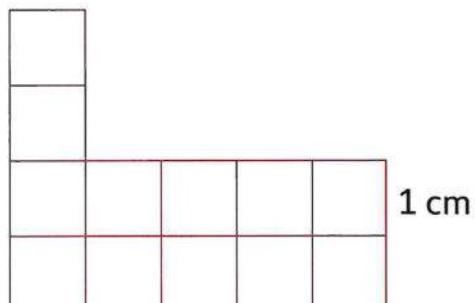
a.



$$\text{Perimeter} = \underline{\quad} \text{ cm}$$

$$\text{Area} = \underline{\quad} \text{ square centimeters}$$

b.

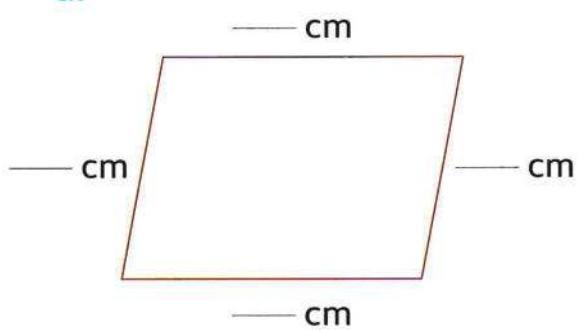


$$\text{Perimeter} = \underline{\quad} \text{ cm}$$

$$\text{Area} = \underline{\quad} \text{ square centimeters}$$

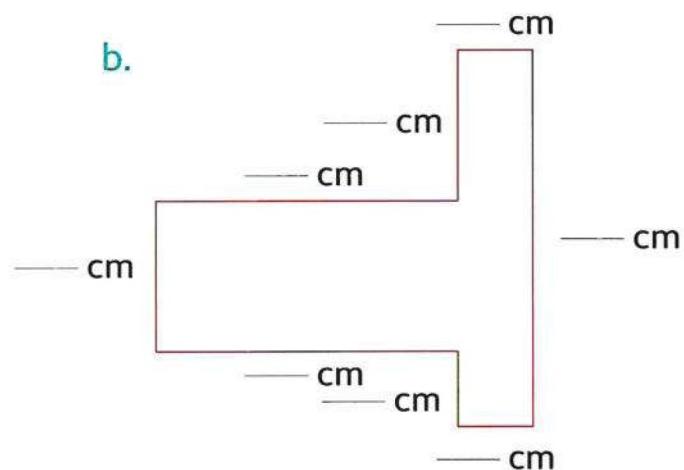
- 2** Measure each side and find the perimeter of each polygon.

a.



$$\begin{aligned}\text{Perimeter} &= \underline{\quad} + \underline{\quad} + \underline{\quad} \\ &\quad + \underline{\quad} = \underline{\quad} \text{ cm}\end{aligned}$$

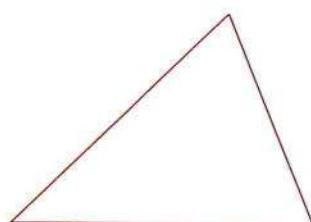
b.



$$\begin{aligned}\text{Perimeter} &= \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} \\ &\quad + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} \\ &= \underline{\quad} \text{ cm}\end{aligned}$$

- 3** Find the perimeter of the opposite triangle.

$$\text{Perimeter} = \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \text{ cm}$$



4 Choose the correct answer.

a. Which of the following does not represent a parallelogram ?

(square **or** trapezium **or** rhombus **or** rectangle)

b. What number will the minute hand point to when 5 minutes have passed ?

(1 **or** 5 **or** 4 **or** 11)

c. $3 \times 4 =$ _____

(2×2 **or** 2×6 **or** 3×5 **or** 12×0)

d. $70 \text{ mm} =$ _____ cm

(7 **or** 70 **or** 700 **or** 7,000)

e. _____ is a multiple of 3.

(7 **or** 8 **or** 12 **or** 14)

f. _____ = $(6 \times 4) + (6 \times 3)$

(6×5 **or** 6×7 **or** 6×9 **or** 6×4)

g. _____ is a common multiple of 2 and 3.

(4 **or** 9 **or** 15 **or** 24)

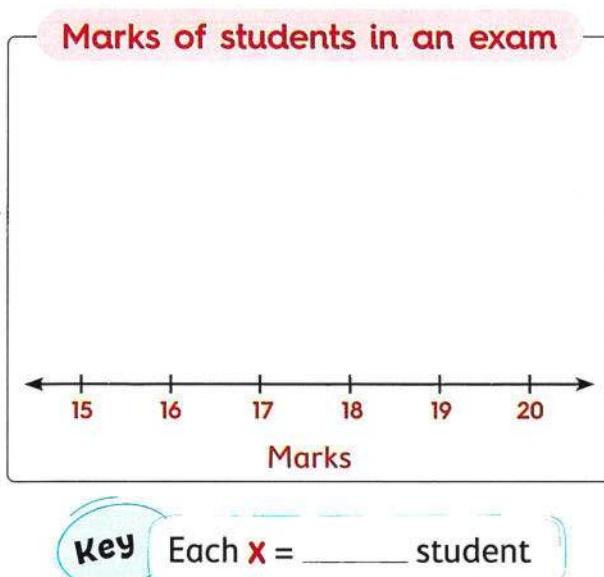
h. $3 \times$ _____ = 21

(5 **or** 6 **or** 7 **or** 8)

i. Three hundred five thousand, two hundred fifty-one = _____

(35,251 **or** 53,251 **or** 350,251 **or** 305,251)

5 Use the table to draw a line plots.



Marks of students in an exam	
Marks	Number of students
15	2
16	1
17	4
18	6
19	4
20	2

6 A T.V. show ended at 6:00. It lasted for 15 minutes.

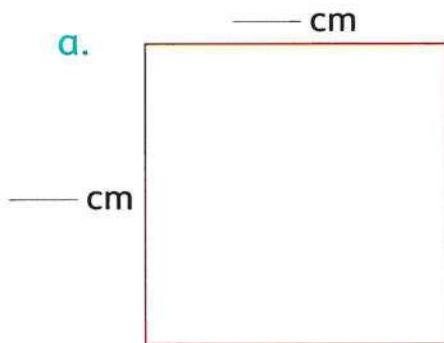
What time did the T.V. show start ?

_____	:	_____
-------	---	-------

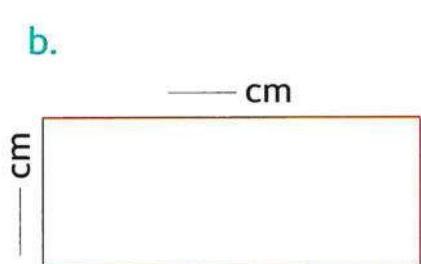
Sheet 23

Till lessons 3 & 4 - chapter 5

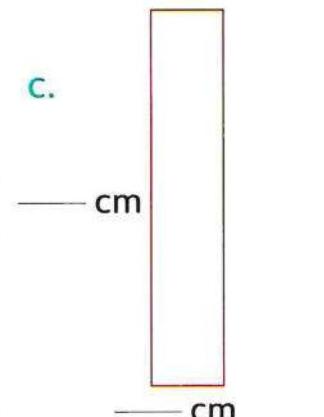
- 1** Use a centimeter ruler to measure the side lengths, then find the area of each figure.



$$\begin{aligned} \text{Area} &= \text{---} \times \text{---} \\ &= \text{---} \text{ square} \\ &\quad \text{centimeters} \end{aligned}$$

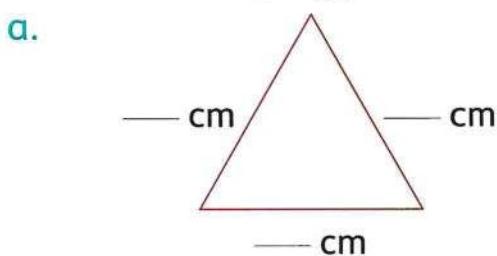


$$\begin{aligned} \text{Area} &= \text{---} \times \text{---} \\ &= \text{---} \text{ square} \\ &\quad \text{centimeters} \end{aligned}$$



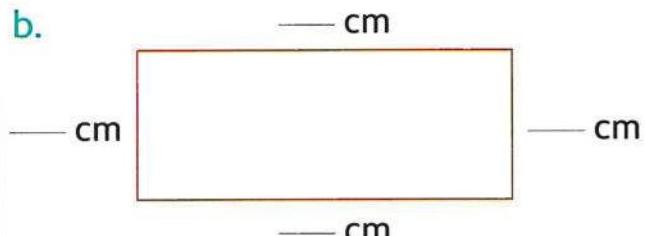
$$\begin{aligned} \text{Area} &= \text{---} \times \text{---} \\ &= \text{---} \text{ square} \\ &\quad \text{centimeters} \end{aligned}$$

- 2** Calculate the perimeter of each polygon in centimeters, then write the name of each polygon.



• Perimeter = $\text{---} + \text{---} + \text{---} = \text{---}$ cm

• Name : _____



• Perimeter = $\text{---} + \text{---} + \text{---} + \text{---} = \text{---}$ cm

• Name : _____

- 3** Discover the pattern rule. Write the missing numbers.

Rule

a. 20 , 24 , 28 , 32 , _____ , _____

b. 40 , 35 , 30 , 25 , _____ , _____

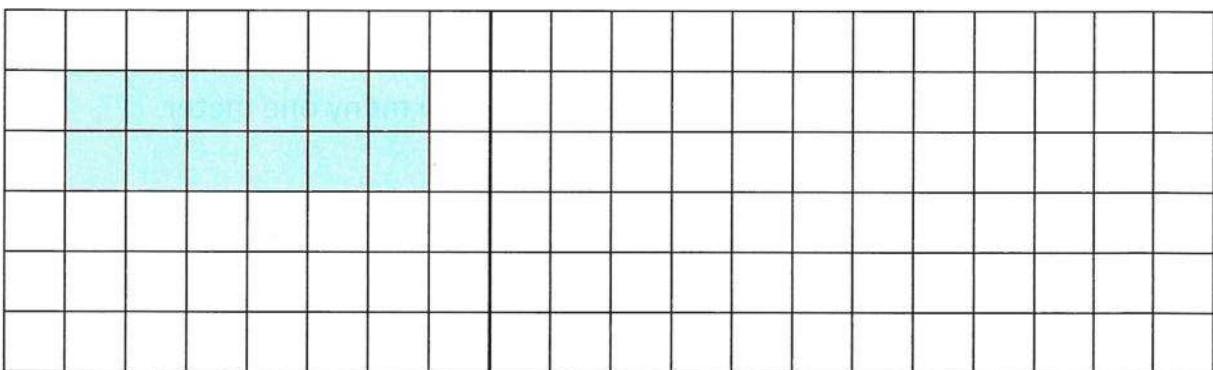
- 4** Sara eats 5 carrots every day.

How many carrots does she eat in a week ?

Sheet 24

Till lessons 5 & 6 - chapter 5

- 1 Find the area and the perimeter of the drawn rectangle. Then draw another rectangle with the same area but a different perimeter in the grid and calculate it.



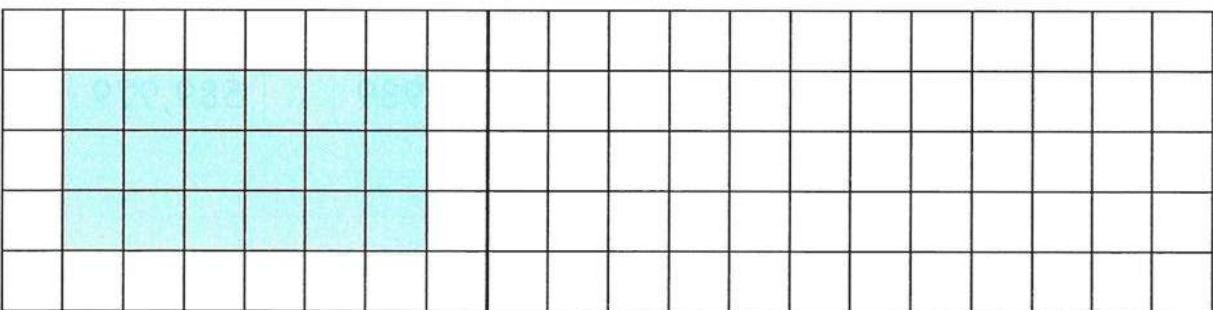
• Area = _____

• Area = _____

• Perimeter = _____

• Perimeter = _____

- 2 Find the area and the perimeter of the drawn rectangle. Then draw another rectangle with the same perimeter but a different area in the grid and calculate it.



• Area = _____

• Area = _____

• Perimeter = _____

• Perimeter = _____

- 3 Complete.

a. $9 \times 8 = (9 \times 5) + (\underline{\hspace{2cm}} \times \underline{\hspace{2cm}})$

b. $753,920 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$ (in expanded form)

c. $7 \times 6 = \underline{\hspace{2cm}}$

d. $24 \div 3 = \underline{\hspace{2cm}}$

e. $20 \text{ cm} = \underline{\hspace{2cm}} \text{ mm}$

Sheet 25

Till lesson 7 - chapter 5

- 1 A notebook had a length of 15 cm and a width of 10 cm.

What is the perimeter of the notebook ?

- 2 Ahmed wants to tile his bedroom.

If the floor is 5 meters long and 4 meters wide, how many one meter square tiles will he need?

- 3 Sameh has 21 oranges and wants to put them equally in 3 plates.

How many oranges are there in each plate ?

- 4 Find the results.

a. $5 \times 4 =$ _____

b. $3 \times 7 =$ _____

c. $6 \times 7 =$ _____

d. $4 \times 9 =$ _____

e. $35 \div 7 =$ _____

f. $16 \div 2 =$ _____

- 5 Arrange from the least to the greatest.

740,852

952,640

579,989

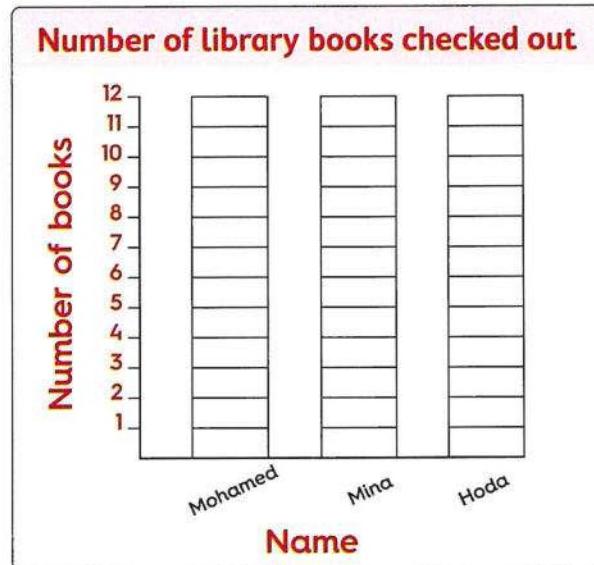
589,979

The order is : _____ , _____ , _____ , _____

- 6 Use the tally table to complete the bar graph.

Number of library books checked out	
Name	Tally
Mohamed	
Mina	
Hoda	

- a. How many books are checked out by Mohamed ? _____
- b. How many books are checked out by Mina and Hoda ? _____



Sheet 26

Till lesson 8 - chapter 5

1 Solve the following problems using any strategy.

a. $5 \times 60 =$ _____

b. $2 \times 30 =$ _____

c. $4 \times 50 =$ _____

d. $7 \times 20 =$ _____

e. $8 \times 60 =$ _____

f. $3 \times 90 =$ _____

g. $50 \times 3 =$ _____

h. $70 \times 6 =$ _____

i. $40 \times 7 =$ _____

j. $20 \times 9 =$ _____

k. $30 \times 7 =$ _____

l. $90 \times 5 =$ _____

2 Complete.

a. $50,000 + 3,000 + 4 =$ _____ (in standard form)

b. The place value of the digit 0 in the number 320,481 is _____

c. The greatest number formed from 3, 0, 1, 9, 8 is _____

d. _____ $\times 4 = 5 \times 8$

e. 20, 24, 28, 32, _____ (in the same pattern)

f. The area of the opposite figure = _____ \times _____ = _____ 

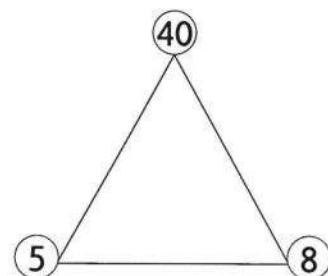
3 Write the fact family for the opposite numbers.

• _____

• _____

• _____

• _____



4 Put ">, = or <".

a. 75,562  701,561

b. 7,200 tens  74 hundreds

c. 7×8  5×9

d. $4 + 5$  4×5

e. 7×0  9×0

f. $20 \div 4$  $40 \div 8$

Assessment Chapter 5



1 Find the perimeter and the area of each of the following shapes.

a.



Perimeter = _____ cm

Area = _____ square centimeters

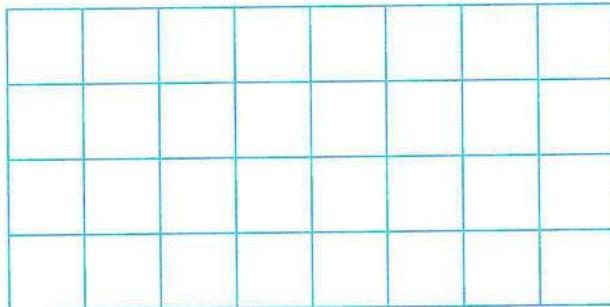
b.



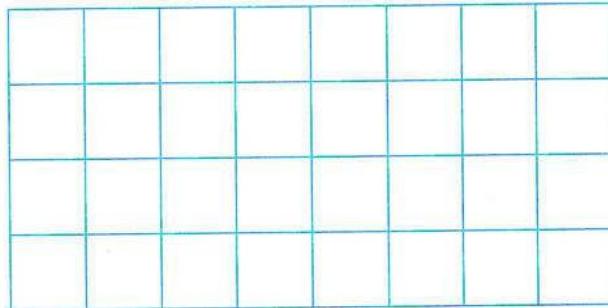
Perimeter = _____ cm

Area = _____ square centimeters

2 Draw a rectangle of perimeter 10 length units in the grid.



3 Draw a rectangle of area 8 square units in the grid.



4 Join the equal products.

a. 3×40 •

• 4×40

b. 9×20 •

• 6×10

c. 30×2 •

• 6×30

d. 2×80 •

• 60×2

5 Nada is sewing a border on a baby blanket. The length of the blanket is 40 cm and the width is 30 cm

How long will the border be ?

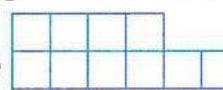


Accumulative Assessment

Till chapter 5



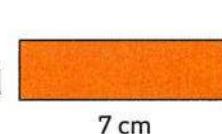
1 Complete.

- a. 30 thousands and 3 = _____
- b.  (in the same pattern)
- c. $27 \div 3 =$ _____
- d. The hexagon is a polygon which has _____ sides.
- e. The area of the shape  equals _____ 
- f. The perimeter of the rectangle  is _____ cm.
- g. $7 \times 30 =$ _____

2 Choose the correct answer.

- a. 15 thousands 51 hundreds. ($<$ or $=$ or $>$)
- b. 6×3 tens 9×2 tens. ($<$ or $=$ or $>$)
- c. $1\text{ m} =$ _____ cm (1 or 10 or 100 or 1,000)
- d. The area of a rectangle with 5 cm long and 2 cm wide equals _____ square centimeters. (7 or 14 or 10 or 100)
- e. The value of the digit 6 in the number 26,345 is _____ (6 or 60 or 600 or 6,000)

3 Put (✓) to the correct statement or (✗) to the incorrect statement.

- a. A rectangle with 5 units wide and 10 units length has an area of 50 square units. ()
- b. $70 + 300 + 5,000 + 10,000 = 15,370$ ()
- c. 4 rows of $5 = 4 + 4 + 4 + 4$ ()
- d. 49 is a multiple of 7 ()
- e. The two rectangles  and  have the same area but different perimeter. ()

- 4** Sameh wants to make a wooden frame around the window of his room which is 3 m long and 1 m wide , so what length of wood does he need for the frame ?

- 5** Write the time.

a.



It is _____

	:	
--	---	--

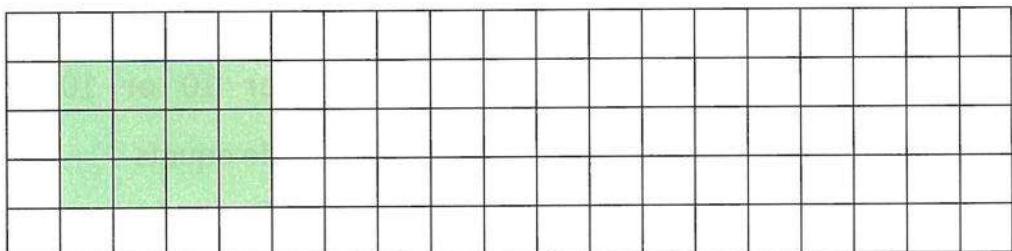
b.



It is _____

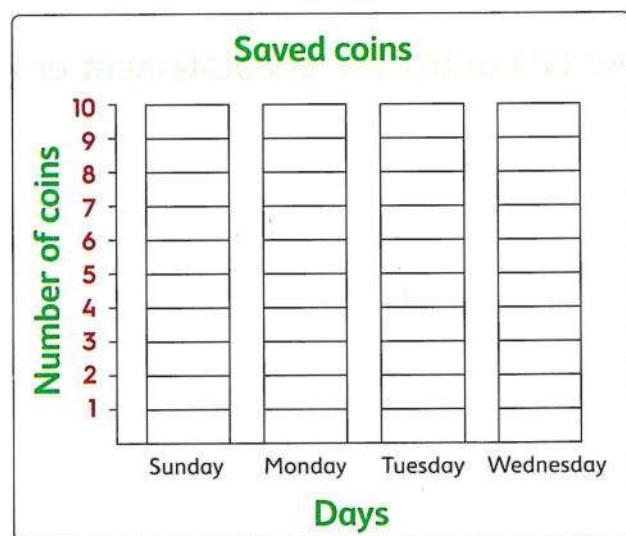
	:	
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- 6** Draw a rectangle of the same perimeter of the drawn rectangle in the grid.



- 7** Count the tallies. Write the total. Color the graph to show the data.

Saved coins		
Day	Tally	Number
Sunday		—
Monday		—
Tuesday		—
Wednesday		—



Sheet 27

Till lesson 1 - chapter 6

1 Find the following products.

a. $5 \times 30 =$ _____

d. $5 \times 700 =$ _____

g. $2 \times 900 =$ _____

b. $4 \times 200 =$ _____

e. $3 \times 400 =$ _____

h. $8 \times 900 =$ _____

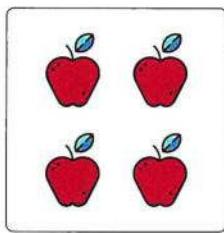
c. $6 \times 3,000 =$ _____

f. $4 \times 8,000 =$ _____

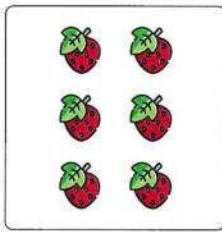
i. $7 \times 400 =$ _____

2 Write a multiplication sentence for each.

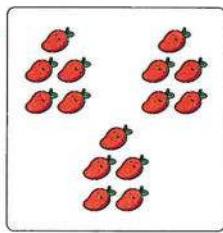
a.



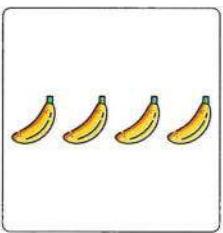
b.



c.



d.



e. $2 + 2 + 2 + 2 = 8$

f. $4 + 4 + 4 + 4 = 16$

g. $9 + 9 + 9 = 27$

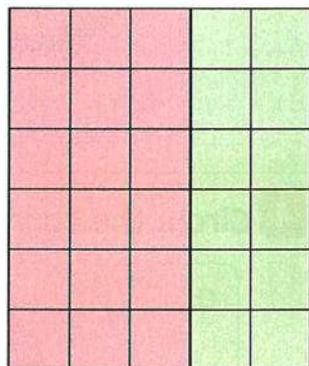
3 Write the distributive property equation.

Calculate the total area.

$$6 \times 5 = (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad})$$

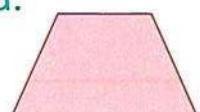
$$= \underline{\quad} + \underline{\quad}$$

= _____ square units

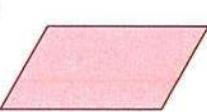


4 Write the name for each of the following.

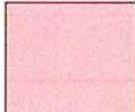
a.



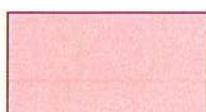
b.



c.



d.



Sheet 28

Till lesson 2 - chapter 6

1 Complete.

a. $9 \times \underline{\quad} = 18$

d. $9 \times 7 = \underline{\quad}$

g. $9 \times 8 = \underline{\quad}$

j. $8 \times 8 = \underline{\quad}$

m. $7 \times 7 = \underline{\quad}$

b. $9 \times \underline{\quad} = 45$

e. $\underline{\quad} \times 9 = 36$

h. $9 \times \underline{\quad} = 81$

k. $6 \times 7 = \underline{\quad}$

n. $\underline{\quad} \times 4 = 32$

c. $9 \times 6 = \underline{\quad}$

f. $9 \times \underline{\quad} = 0$

i. $9 \times 10 = \underline{\quad}$

l. $\underline{\quad} \times 5 = 45$

o. $9 \times \underline{\quad} = 27$

2 Arrange from the greatest to the least.

170,072

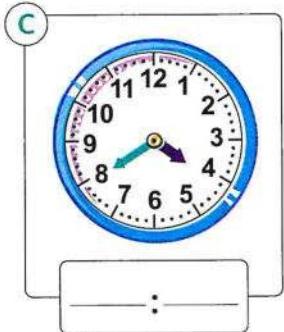
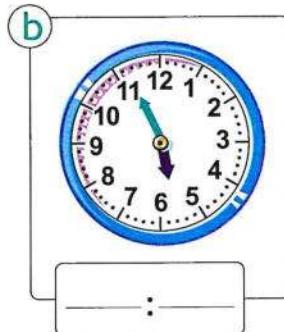
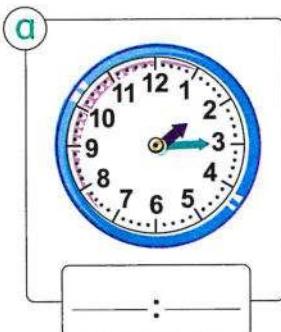
52,791

203,415

204,111

The order is : _____ , _____ , _____ , _____

3 Write the time.



4 Circle the correct answer.

a.



200 mL

b.



2 mL

c.



2 L

350 mL

350 L

5 Mostafa is a farmer. His farm is 150 m long and 100 m wide. He wants to install a fence all around his farm.

What is the length of the fence ?

Sheet 29

Till lesson 3 - chapter 6

1 Complete.

a. $3 \times \underline{\quad} = 5 \times 3$

d. $5 \times 9 = (5 \times \underline{\quad}) + (5 \times 6)$

g. $0 + 10 = \underline{\quad}$

j. $10 \times 0 = \underline{\quad}$

m. $7 \times \underline{\quad} = (7 \times 2) + (7 \times 3)$

b. $6 \times 4 = \underline{\quad}$

e. $7 \times \underline{\quad} = 7$

h. $1 \times 9 = \underline{\quad}$

k. $\underline{\quad} \times 5 = 5$

n. $3 + 3 = \underline{\quad} \times 3$

c. $8 \times \underline{\quad} = 0$

f. $9 \times 9 = \underline{\quad}$

i. $3 \times 2 = \underline{\quad} \times 3$

l. $9 + 1 = \underline{\quad}$

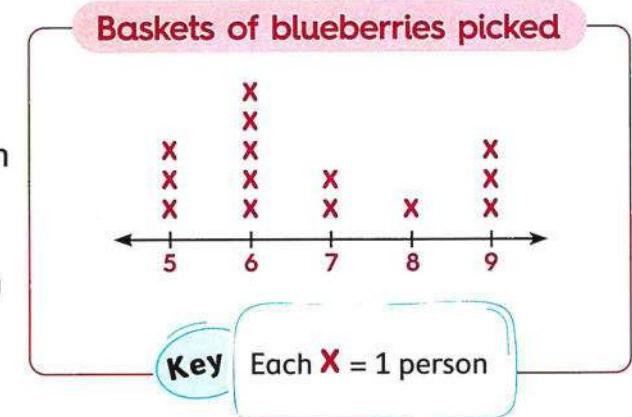
o. $17 + \underline{\quad} = 17$

2 Use the baskets of blueberries picked line plot.

a. How many people picked 9 baskets of blueberries ? _____

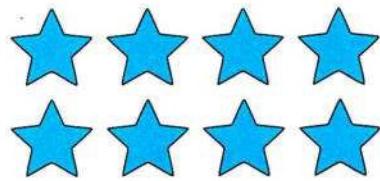
b. How many people picked fewer than 7 baskets of blueberries ? _____

c. How many people picked more than 6 baskets of blueberries ? _____



3 Look at each array. Complete.

a.



_____ equal rows

_____ in each row

_____ in all

b.



_____ equal rows

_____ in each row

_____ in all

4 Arrange from the least to the greatest.

178,000

, 432,823

, 97,988

, 201,003

The order is : _____ , _____ , _____ , _____

Sheet 30

Till lesson 4 - chapter 6

1 Choose the correct answer.

- a. The value of the digit 5 in the number 351,861 is _____
(500 or 5,000 or 50,000 or 500,000)
- b. $94,782 > \underline{\hspace{2cm}}$ (111,111 or 201,500 or 79,999 or 100,000)
- c. $5,000 + 700,000 + 30 = \underline{\hspace{2cm}}$
(573,000 or 705,030 or 750,300 or 570,300)
- d. The place value of the digit 8 in the number 841,921 is _____
(Hundreds or Thousands or Ten thousands or Hundred thousands)
- e. $9 \times 0 = \underline{\hspace{2cm}}$ ($7 + 0$ or 8×1 or 1×9 or 0×10)
- f. $74,215 > \underline{\hspace{2cm}}$ (74,225 or 74,316 or 74,005 or 75,000)
- g. $80,000 + 7,000 + 123 \square 7,000 + 800,000 + 123$ (< or = or >)
- h. 1 hundred thousand = _____ ten thousands
(1 or 10 or 100 or 1,000)

2 Complete.

- | | | |
|---|--|---|
| a. $\underline{\hspace{2cm}} \times 9 = 18$ | b. $9 \times \underline{\hspace{2cm}} = 63$ | c. $\underline{\hspace{2cm}} \times 9 = 54$ |
| d. $\underline{\hspace{2cm}} \times 2 = 14$ | e. $8 \times \underline{\hspace{2cm}} = 24$ | f. $5 \times \underline{\hspace{2cm}} = 10$ |
| g. $5 \times 9 = \underline{\hspace{2cm}}$ | h. $2 \times 7 = \underline{\hspace{2cm}}$ | i. $7 \times 8 = \underline{\hspace{2cm}}$ |
| j. $30 \div 6 = \underline{\hspace{2cm}}$ | k. $6 \times 700 = \underline{\hspace{2cm}}$ | l. $9 \times 8 = \underline{\hspace{2cm}}$ |

3 Complete the table.

Shape	Name	Number of sides	Number of vertices
a. 	_____	_____	_____
b. 	_____	_____	_____
c. 	_____	_____	_____

Sheet 31

Till lesson 5 - chapter 6

- 1** Solve the following addition problems using two different strategies.

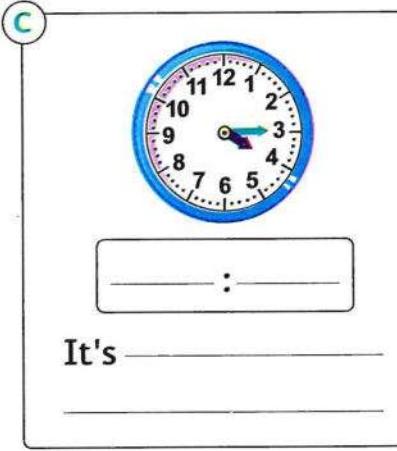
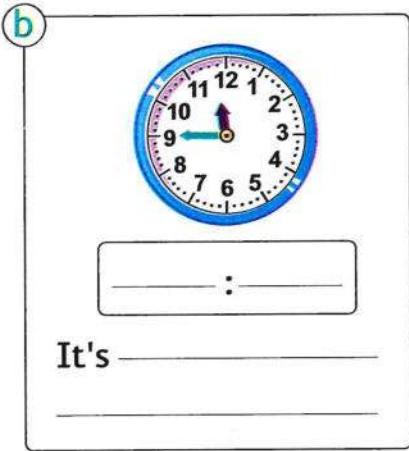
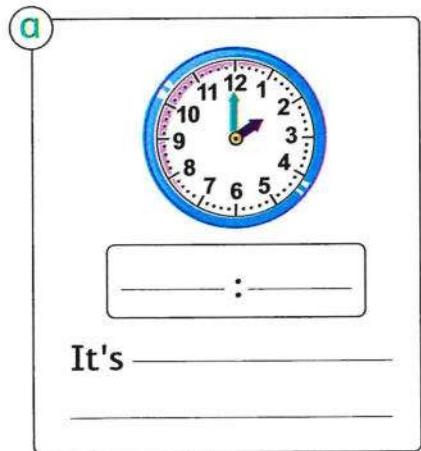
Problem	First strategy	Second strategy
a. $728 + 189$		
b. $543 + 58$		

- 2** Solve the following problems.

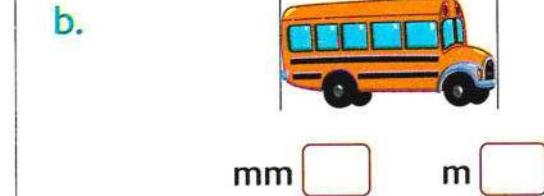
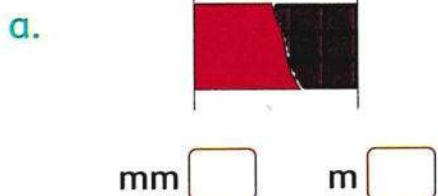
a. $217 + 98 + 148$
 = _____
 = _____

b. $(125 + 41) + (59 + 235)$
 = _____
 = _____

- 3** Write the time in two ways.



- 4** Tick (✓) to the suitable unit to measure each object.



Sheet 32

Till lesson 6 - chapter 6

- 1** Solve the following subtraction problems using two different strategies.

Problem	First strategy	Second strategy
a. $562 - 279$		
b. $380 - 74$		

- 2** Put "> , < or =".

- | | |
|--|--|
| a. $702,432 \bigcirc$ Seven hundred two thousand, three hundred thirty-two | c. 70 thousands \bigcirc 700 hundreds |
| b. $7 \times 4 \bigcirc 5 \times 3$ | e. $40 \div 5 \bigcirc 56 \div 8$ |
| d. $7 + 0 \bigcirc 8 \times 0$ | g. $7 + 7 + 7 + 7 + 7 \bigcirc 7 \times 7$ |
| f. $734 + 266 \bigcirc 734 - 266$ | i. $6 \times 30 \bigcirc 60 \times 3$ |
| h. $9 + 1 \bigcirc 9 \times 1$ | k. $8 \times 4 \bigcirc 8 \div 4$ |
| j. $20 \times 5 \bigcirc 10$ tens | |

- 3** Complete.

- | | |
|--|-----------------------------|
| a. $9 \times 400 =$ _____ | b. $8 \times 7,000 =$ _____ |
| c. $4 \times 8 =$ _____ | d. $4 \times 5,000 =$ _____ |
| e. $9 \times 9 =$ _____ | f. $7 \times 8 =$ _____ |
| g. $3, 13, 23, 33, \underline{\quad}, \underline{\quad}$ (in the same pattern) | |

- 4** Judy wants to tile the kitchen floor.

If the floor is 3 meters long and 2 meters wide.

How many one meter square tiles will she need ?

Sheet 33

Till lesson 7 - chapter 6

- 1 Jana had 435 trading cards. She gave away 118 cards.

How many cards does she have left ?

- 2 A Boeing 747 airplane has 416 seats. A Boeing 767 airplane has 245 seats.

What is the greatest number of passengers the two airplanes can carry altogether ?

- 3 Wael had 6,000 pounds. He bought a new mobile for 3,250 pounds and a speaker for 675 pounds. How much money does he have left with him ?



- 4 Find the results using any strategy.

a. $721 + 182 =$ _____

c. $1,330 - 1,270 =$ _____

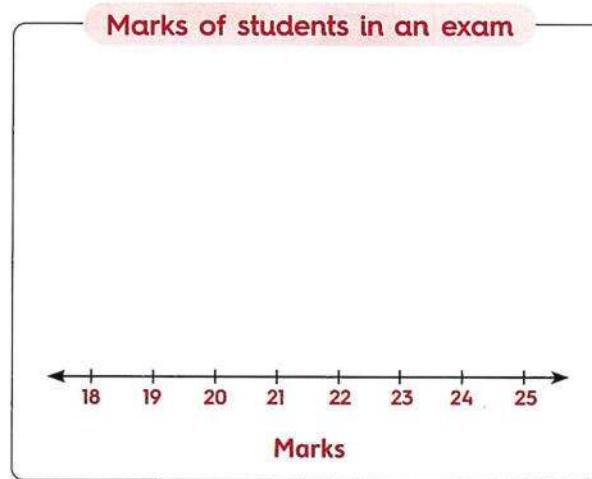
e. $855 - 105 =$ _____

b. $54 + 891 =$ _____

d. $1,435 + 2,394 =$ _____

f. $98 + 312 + 175 =$ _____

- 5 Complete the table, then draw a line plot.



Marks of students in an exam

Marks	Tally	Number of students
18		_____
19		_____
20		_____
21		_____
22		_____
23		_____
24		_____
25		_____

Key

Each X = 1 student

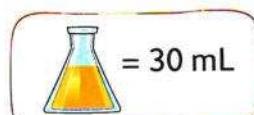
Sheet 34

Till lessons 8 & 9 - chapter 6

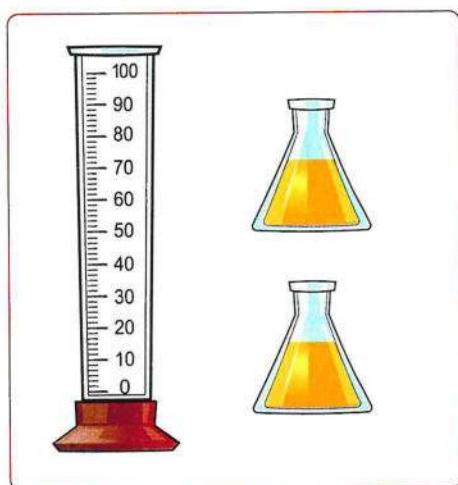
1 Choose the correct answer.

- a. $11 \text{ L} = \underline{\hspace{2cm}}$ mL (110 or 1,100 or 11,000 or 110,000)
- b. $7 \text{ cm} = \underline{\hspace{2cm}}$ mm (7 or 70 or 700 or 7,000)
- c. $\underline{\hspace{2cm}} \times 9 = 36$ (4 or 5 or 6 or 7)
- d. $7 \times 8 = \underline{\hspace{2cm}}$ (54 or 49 or 56 or 64)
- e. The capacity of a perfume bottle is measured by $\underline{\hspace{2cm}}$ (mL or L)
- f. $3 \times 700 = \underline{\hspace{2cm}}$ (210 or 2,100 or 2,400 or 1,400)
- g. $\underline{\hspace{2cm}} \text{ L} = 7,000 \text{ mL}$ (7 or 70 or 700 or 7,000)
- h. $600 + 7,000 + 10,000 = \underline{\hspace{2cm}}$ (671 or 176 or 1,760 or 17,600)

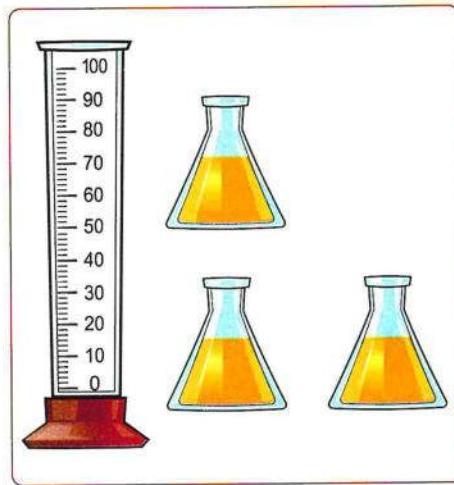
2 Color to reach the required measures.



a.



b.



3 Draw the clock hands.

a



07 : 55

b



04 : 10

Assessment Chapter 6



1 Choose the correct answer.

a. $\underline{\quad} - 269 = 372$

103
 641

475
 117

c. $3 \times 7,000 = \underline{\quad}$

2,100
 210

21,000
 21

e. $806,257 < \underline{\quad}$

752,608
 806,258

806,255
 257,808

b. 20 thousands = $\underline{\quad}$ tens.

20
 2,000

200
 20,000

d. The value of the digit 4 in the number 542,098 is $\underline{\quad}$

400,000
 4,000

40,000
 400

f. $8 \times \underline{\quad} = (8 \times 5) + (8 \times 2)$

10
 8

3
 7

2 Find the result.

a.
$$\begin{array}{r} 529 \\ + 356 \\ \hline \end{array}$$

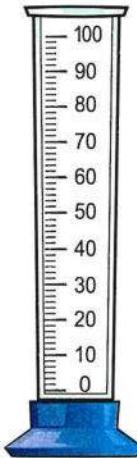
b.
$$\begin{array}{r} 6,650 \\ - 2,800 \\ \hline \end{array}$$

c. $3,298 + 967 = \underline{\quad}$

d. $7,000 - 3,251 = \underline{\quad}$

3 Color to reach the required measure.

Key : = 30 ml



4 Complete.

a. $9 \times 7 = \underline{\quad}$

c. $20 \times 6 = \underline{\quad}$

e. $5,000 \text{ mL} = \underline{\quad} \text{ L}$

b. $5 \times 30 = (5 \times \underline{\quad}) \times 10$

d. $7 \text{ L} = \underline{\quad} \text{ mL}$

f. $\underline{\quad} \times 9 = 36$

5 Sama's family saved 7,000 L.E. to buy a new TV and a speaker. If the TV costs 4,500 L.E. and the speaker costs 375 L.E.

How much money were left with Sama's family ?

Accumulative Assessment

Till chapter 6



1 Put (✓) to the correct statement or (✗) to the incorrect statement.

- a. $3 \text{ cm} = 300 \text{ mm}$ ()
- b. The square's vertices are similar. ()
- c. 12 is a multiple of 3 ()
- d. 3 rows of 4 = $3 + 3 + 3$ ()
- e. $2,345 = 5 + 400 + 30 + 2,000$ ()
- f. The tally marks represent 11 ()

2 Complete.

- a. , _____, _____ (in the same pattern).
- b. The pentagon is a polygon which has _____ vertices.
- c. The area of the shape equals _____
- d. The place value of the digit 6 in the number 3,645 is _____
- e. The minute hand will point to the number 5 when _____ minutes have passed.
- f. $9 \times 17 = (9 \times 10) + (9 \times \text{_____})$

3 Use any strategy to find.

a. $324 + 135 = \text{_____}$

c.
$$\begin{array}{r} 2,756 \\ + 3,857 \\ \hline \end{array}$$

b. $765 - 341 = \text{_____}$

d.
$$\begin{array}{r} 9,000 \\ - 4,567 \\ \hline \end{array}$$

- 4 Mai saved 540 pounds in one year. The next year she saved 475 pounds.

What is the total amount she saved ?

5 Choose the correct answer.

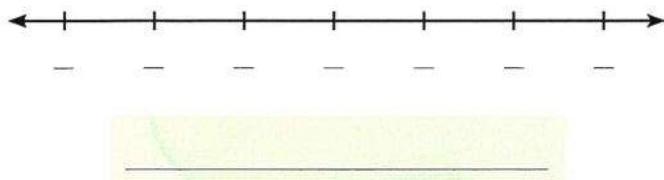
- a. $200 \text{ cm} + 500 \text{ cm} = \underline{\hspace{2cm}}$ m (2 or 3 or 5 or 7)
- b. $7 \times 9 = 9 \times \underline{\hspace{2cm}}$ (7 or 8 or 5 or 2)
- c. 210 hundreds = $\underline{\hspace{2cm}}$ thousands (210 or 2,100 or 2,1000 or 21)
- d. $5 \times 2 \text{ tens } \bigcirc 10 \text{ tens}$ ($<$ or $=$ or $>$)
- e. 7,000 milliliters = $\underline{\hspace{2cm}}$ liters (7 or 70 or 700 or 7,000)
- f. The perimeter of the rectangle  4 cm is $\underline{\hspace{2cm}}$ cm (4 or 6 or 10 or 20)

6 Match.

- | | | | |
|--|--|---|--|
| a. $5,621 + 1,798$ | b. $279 + 95$ | c. $521 - 186$ | d. $2,030 - 1,521$ |
|  |  |  |  |
| 374 | 509 | 7,419 | 335 |

7 Use the table to draw a line plot.

Ages of children in karate class



Key

Ages of children in karate class	
Age in years	Tallies
7	
8	
9	
10	
11	
12	
13	



Use the line plot to answer the questions :

- a. How many children in the class are 11 years ? $\underline{\hspace{2cm}}$ children
- b. What age is the greatest number of children ? $\underline{\hspace{2cm}}$ years old
- c. How many children are in karate class in all ? $\underline{\hspace{2cm}}$ children

Second

General Revision



General Revision on Chapter 1

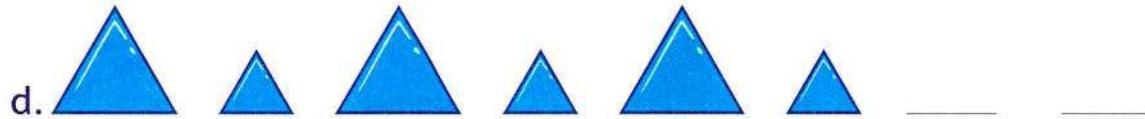


1 Complete.

a. $200 \text{ cm} = \underline{\hspace{2cm}}$ m

b. $3 \text{ cm} + 2 \text{ cm} = \underline{\hspace{2cm}}$ mm

c. $97, 87, 77, 67, \underline{\hspace{2cm}}, \underline{\hspace{2cm}}$ (in the same pattern)



(in the same pattern)

e. $110, 113, 116, 119, \underline{\hspace{2cm}}, \underline{\hspace{2cm}}$ (in the same pattern)

f. $10, 14, 18, 22, \underline{\hspace{2cm}}, \underline{\hspace{2cm}}$ (in the same pattern)

g.

(in the same pattern)

2 Put (✓) to the correct statement or (✗) to the incorrect statement.

a. The length of your book is about 2 m. ()

b. $4 \text{ cm} = 14 \text{ mm}$. ()

c. represent 8. ()

d. $5 \text{ m} = 500 \text{ cm}$. ()

e. $123, 234, 345, 456, 576$. are all in a correct same pattern. ()

f. $70 \text{ mm} > 70 \text{ cm}$. ()

g. The length of the object equals 2 cm. ()

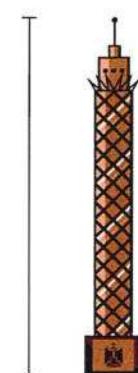
3 Tick (✓) to the suitable unit to measure each object.

a.



mm m

b.



mm m

c.



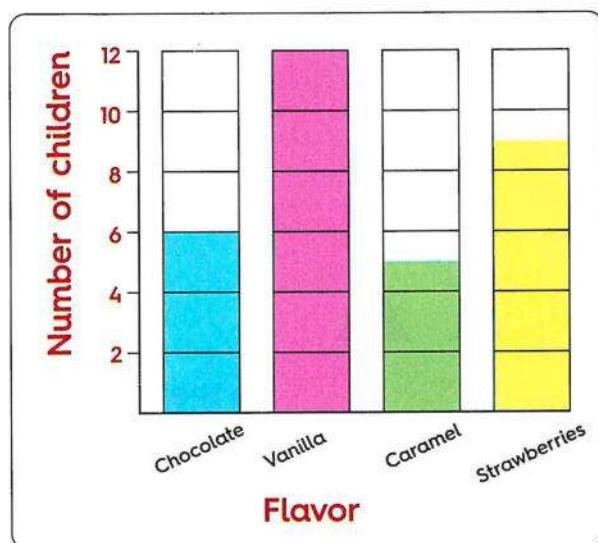
mm m

d.



mm m

- 4** Use the following bar graph to complete the tally table, then answer the following questions.



Favorite ice cream flavor	
Flavor	Tally
Chocolate	
Vanilla	
Caramel	
Strawberries	



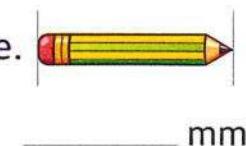
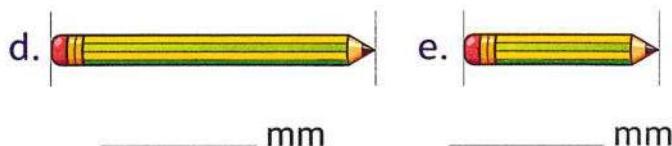
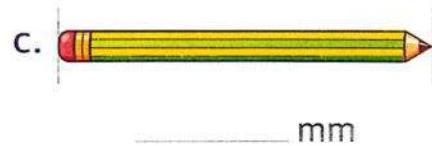
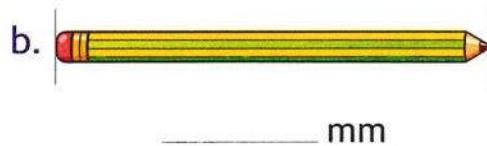
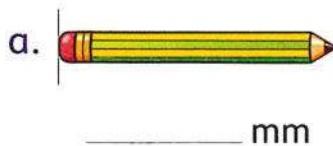
Choose the correct answer.

- a. There are _____ children make this survey. (20 or 30 or 32 or 50)
- b. There are _____ children prefer vanilla ice cream flavor.
(6 or 12 or 5 or 9)
- c. There are 9 children prefer _____ ice cream flavor.
(chocolate or vanilla or caramel or strawberries)
- d. The smallest number of children prefer _____ ice cream flavor.
(chocolate or vanilla or caramel or strawberries)

5 Match.

- | | | | |
|---|--|---|--|
| a. 1 cm | b. 1 m | c. 100 mm | d. 11 cm |
| 10 cm | 10 mm | 110 mm | 100 cm |

6 Measure the length of each pencil. Arrange the lengths from the shortest to the longest.



The order is : _____ , _____ , _____ , _____ , _____

7 Use the line plot to answer the questions.



Key

Each X stands for one player

a. How many players are 25 years old ? _____



b. Which age has the greatest number of players ? _____

c. How many players are younger than 24 years old ? _____



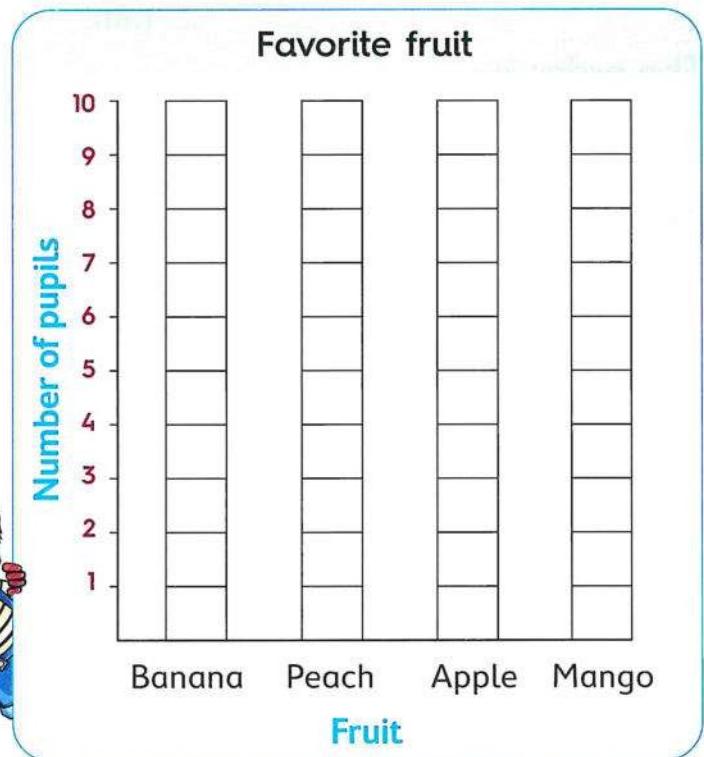
d. How many players are in the football team ? _____

8 This is a survey about our favorite fruit in the class.

Mango	Peach	Apple	Mango	Mango	Banana	Peach	Mango
Banana	Mango	Apple	Peach	Mango	Peach	Apple	Banana
Peach	Apple	Banana	Mango	Banana	Peach	Mango	Peach

Complete the tally table and then use it to make the bar graph.

Favorite fruit		
Fruit	Tally	Number
Banana	—	1
Peach	—	1
Apple	—	1
Mango	—	1



General Revision on Chapter 2



1 Complete.

- a. $500 + 40 + 1,000 + 9 =$ _____
- b. $51,484 =$ _____ + _____ + _____ + _____ + _____
- c. Two thousand, seven hundred five = _____ (in standard form)
- d. The place value of the digit 7 in the number 371,265 is _____
- e. The value of the digit 0 in the number 960,341 is _____
- f. _____ $\times 7 = 7 + 7 + 7 =$ _____

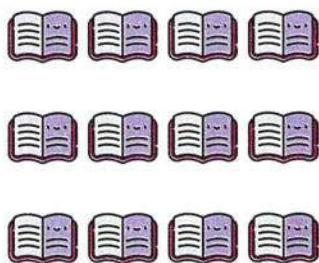
2 Choose the correct answer.

- a. Sixty thousand, two hundred sixty in standard form = _____
(60,216 or 60,260 or 602,006 or 16,260)
- b. $90 + 30,000 + 4,000 + 800 =$ _____ (in standard form)
(9,348 or 34,980 or 34,809 or 34,890)
- c. The value of the digit 4 in the number 674,213 is _____
(Thousands or 40,000 or 4,000 or Ten thousands)
- d. The place value of the digit 2 in the number 246,107 is _____
(Thousands or Ten thousands or Hundred thousands or Hundreds)
- e. 3 equal groups of 5 = _____
($3 + 3 + 3$ or $5 + 5 + 5$ or $15 + 15 + 15$ or 35)

3 Put (✓) to the correct statement or (✗) to the incorrect statement.

- a. $20,000 + 7,000 + 400 + 10 + 1 = 27,411$ ()
- b. $7,068 = 7,000 + 600 + 8$ ()
- c. The value of the circled digit in the number 1(2),349 is Thousands. ()
- d. The place value of the digit 8 in the number 85,163 is 80,000 ()
- e. The smallest number formed from 5 digits is 11,111 ()

- 4** Write the multiplication sentence for the array. Then draw the array that shows the commutative property.



- 5** Write the multiplication sentence for the equal groups. Then draw the equal groups that show the commutative property.



- 6** Compare using “> , = or <”.

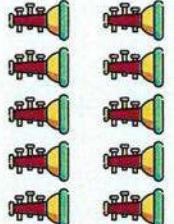
a. 3,467	<input type="radio"/>	3,164
b. 300 thousands	<input type="radio"/>	3,000 hundreds
c. 132,045	<input type="radio"/>	93,245
d. 548,176	<input type="radio"/>	548,173
e. One hundred thousand	<input type="radio"/>	99,999
f. 275 thousands and 6	<input type="radio"/>	275,600
g. 25,600 tens	<input type="radio"/>	256 thousands
h. 381,205	<input type="radio"/>	83 thousands and 205

- 7** Rearrange the digits 4, 5, 0, 9 to get the greatest and the smallest number.

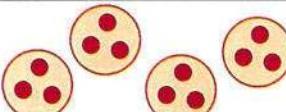
- The greatest number is _____
- The smallest number is _____

8 Complete.

a.

Array	Model	Addition sentence	Multiplication sentence
	_____ rows of _____	_____	_____
	_____ rows of _____	_____	_____

b.

Equal groups	Model	Addition sentence	Multiplication sentence
	_____ groups of _____	_____	_____
	_____ groups of _____	_____	_____

9 Write the numbers in order from greatest to least.

- a. 83,987 8,315 833,400 833,312

The order is : _____ , _____ , _____ , _____

- b. 69,270 499,145 9,325 9,654

The order is : _____ , _____ , _____ , _____

10 Write the numbers in order from least to greatest.

- a. 7,482 54,658 954,201 12,158

The order is : _____ , _____ , _____ , _____

- b. 805,325 67,512 9,807 28,009

The order is : _____ , _____ , _____ , _____

General Revision on Chapter 3



1 Find each result.

- | | | | | | |
|------------------|----------------------|-----------------|----------------------|-----------------|----------------------|
| a. 9×3 | <input type="text"/> | b. $10 \div 2$ | <input type="text"/> | c. $15 \div 5$ | <input type="text"/> |
| d. 2×4 | <input type="text"/> | e. $8 \div 1$ | <input type="text"/> | f. 0×3 | <input type="text"/> |
| g. 8×3 | <input type="text"/> | h. 5×5 | <input type="text"/> | i. $8 \div 2$ | <input type="text"/> |
| j. $18 \div 2$ | <input type="text"/> | k. $32 \div 4$ | <input type="text"/> | l. $40 \div 5$ | <input type="text"/> |
| m. $14 \div 2$ | <input type="text"/> | n. 9×7 | <input type="text"/> | o. 4×5 | <input type="text"/> |
| p. 7×6 | <input type="text"/> | q. 3×5 | <input type="text"/> | r. $18 \div 3$ | <input type="text"/> |
| s. 10×9 | <input type="text"/> | t. 8×9 | <input type="text"/> | u. 1×6 | <input type="text"/> |

2 Put “> , = or <”.

- | | | | | | |
|------------------|----------------------|---------------|-----------------|----------------------|--------------|
| a. 4×2 | <input type="text"/> | 1×10 | b. 4×7 | <input type="text"/> | 5×6 |
| c. 3×9 | <input type="text"/> | 5×5 | d. $2 + 2$ | <input type="text"/> | 2×2 |
| e. 2×9 | <input type="text"/> | $6 + 6 + 6$ | f. 4×0 | <input type="text"/> | $4 + 0$ |
| g. 10×4 | <input type="text"/> | 3×7 | h. $5 + 1$ | <input type="text"/> | 5×1 |

3 Write the fact family for each set of numbers.

a.

$$\begin{array}{l} \text{---} \times \text{---} = \text{---} \\ \text{---} \times \text{---} = \text{---} \\ \text{---} \div \text{---} = \text{---} \\ \text{---} \div \text{---} = \text{---} \end{array}$$

b.

$$\begin{array}{l} \text{---} \times \text{---} = \text{---} \\ \text{---} \times \text{---} = \text{---} \\ \text{---} \div \text{---} = \text{---} \\ \text{---} \div \text{---} = \text{---} \end{array}$$

4 Join the equal answers.

a.

2×6

$30 + 6$

b.

3×8

3×4



c.

4×9

2×4

d.

3×3

4×6

e.

$5 + 3$

1×9

5 Write each factor pair and the factors of the number 12

$12 = \text{---} \times \text{---}$

$\text{---} \times \text{---}$

$= \text{---} \times \text{---}$

$\text{---} \times \text{---}$

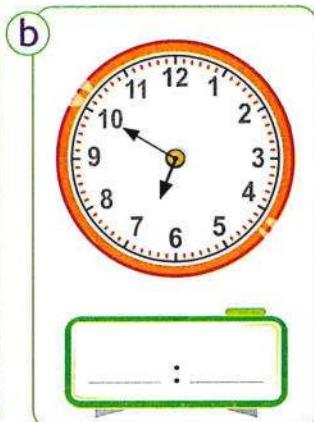
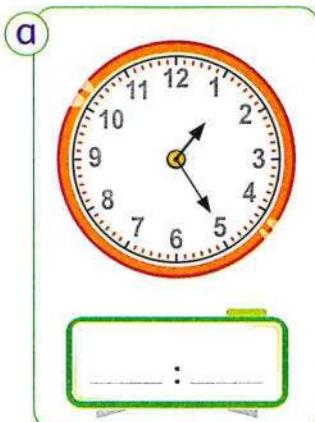
$= \text{---} \times \text{---}$

$\text{---} \times \text{---}$

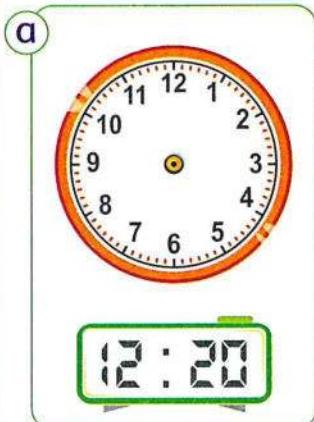
• Factors are :



6 Write the time.



7 Draw the clock hands.



8 Draw the hands on the clock to show the time.

A TV show starts at 9 O'clock. It lasts for 55 minutes.

What time does the TV show finish ?



9 Our Arabic lesson started at 11 : 00 It finished at

For how long did Arabic lesson take ?

Arabic lesson took _____ minutes.



10 Use the 120 chart. Circle the multiples of 2.

14

9

23

8

10

17

20

11 Use the 120 chart. Underline the common multiples of 5 and 10.

15

60

35

80

50

100

10

12 Use the counters to make an array. Solve.

- How many groups of **6** are in **12** ?

There are _____ groups of 6 in 12.



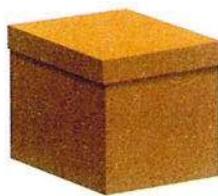
13 Use the 120 chart. Write the multiples of 3 up to 20.

14 Use the 120 chart. Write the multiples of 5 between 11 and 44.

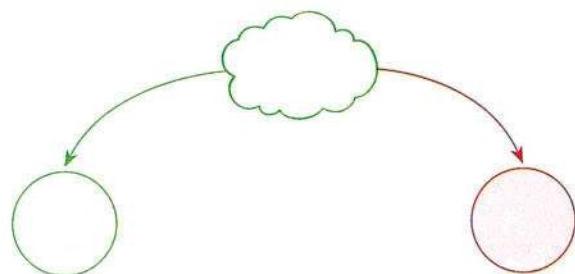
15 Draw to show equal groups.

Fill in the part - part - whole model. Complete.

- 8 crayons divided among 2 boxes.



Each box has _____ crayons.

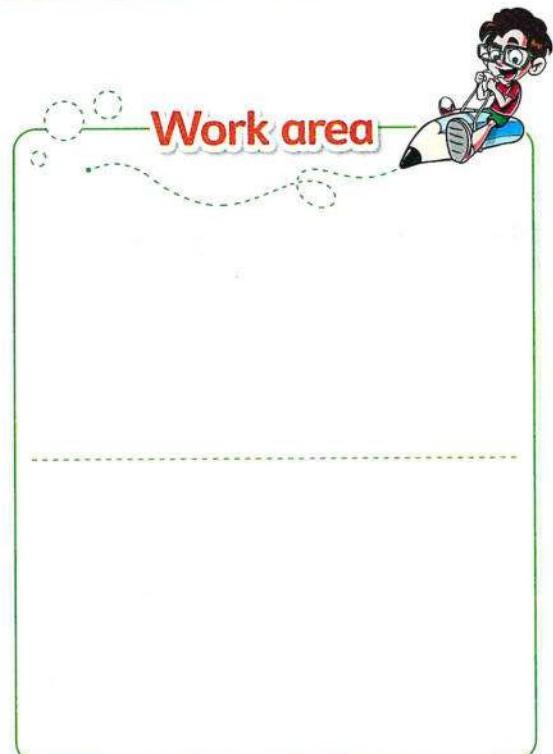


16 Read and solve. You can use any strategy to solve.

- a. Sandy planted 5 seeds in each flower pot.
She had 7 pots.

How many seeds did she plant ?

- b. A guitar has 6 strings.
How many strings are there in 10 guitars ?

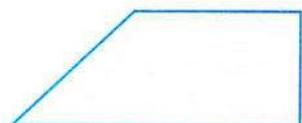


General Revision

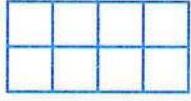
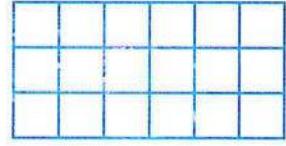
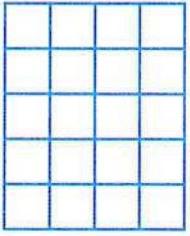
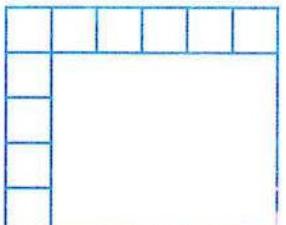
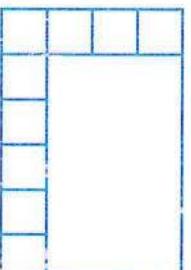
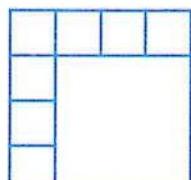
on Chapter 4



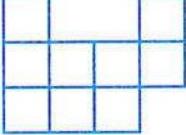
1 Name each figure and write the missing numbers.

a.	Name <input type="text"/>  equal sides <input type="text"/> pairs of parallel sides <input type="text"/> vertices <input type="text"/>	b.	Name <input type="text"/>  pairs of equal sides <input type="text"/> pairs of parallel sides <input type="text"/> vertices <input type="text"/>
c.	Name <input type="text"/>  pairs of equal sides <input type="text"/> pairs of parallel sides <input type="text"/> vertices <input type="text"/>	d.	Name <input type="text"/>  equal sides <input type="text"/> pairs of parallel sides <input type="text"/> vertices <input type="text"/>
e.	Name <input type="text"/>  equal sides <input type="text"/> pair of parallel sides <input type="text"/> vertices <input type="text"/>		

2 Calculate the area of each of the following.

a.		b.		c.	
	Area = ___ \times ___ = ___ square units		Area = ___ \times ___ = ___ square units		Area = ___ \times ___ = ___ square units
d.		e.		f.	
	Area = ___ \times ___ = ___ square units		Area = ___ \times ___ = ___ square units		Area = ___ \times ___ = ___ square units

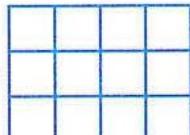
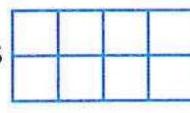
3 Choose the correct answer.

- a. Which of the following does not represent a parallelogram ?
(square **or** trapezium **or** rhombus **or** rectangle)
- b. The hexagon has _____ sides. (4 **or** 5 **or** 6 **or** 7)
- c. The _____ has 5 vertices.
(triangle **or** pentagon **or** octagon **or** hexagon)
- d. The trapezium has exactly _____ pair of parallel sides.
(1 **or** 2 **or** 3 **or** 4)
- e. The rhombus has _____ equal sides. (1 **or** 2 **or** 3 **or** 4)
- f. The area of the figure  equals _____ (6 **or** 7 **or** 8 **or** 9)

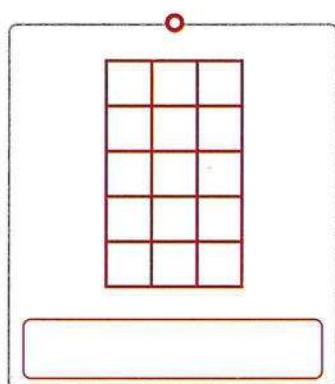
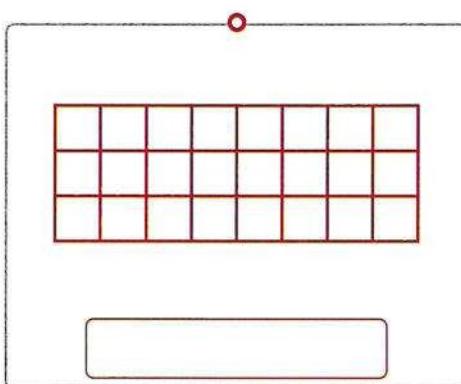
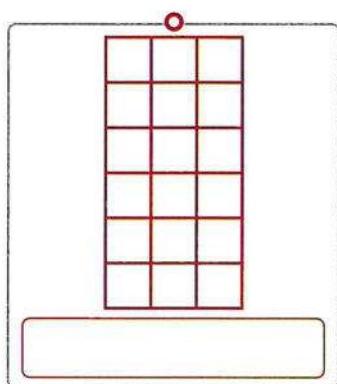
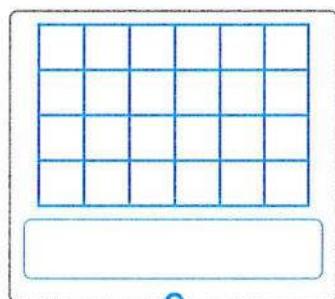
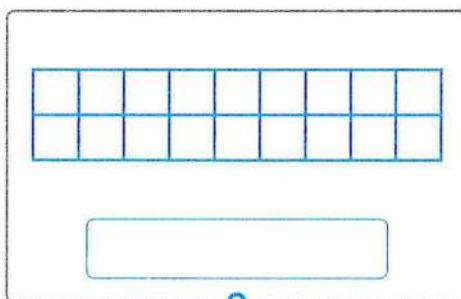
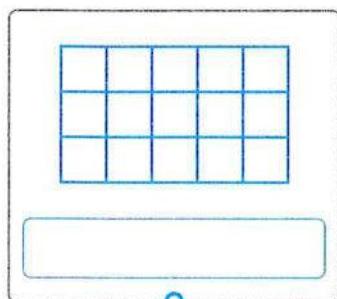
4 Complete

- a. The two straight lines  are _____
- b. $9 \times 13 = (9 \times 10) + (9 \times \text{_____})$
- c. $(5 \times 8) + (5 \times 7) = 5 \times \text{_____}$
- d. The quadrilateral is a polygon which has _____ vertices.
- e. The parallelogram is a quadrilateral which has _____ pairs of equal sides.
- f. The polygon which has 8 vertices is called _____

5 Put (✓) to the correct statement or (✗) to the incorrect statement.

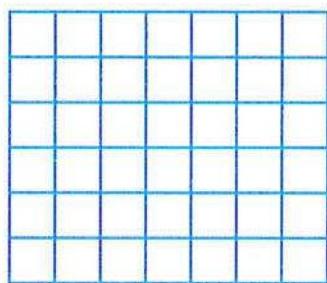
- a. The circle is not a polygon. ()
- b. The square, rhombus and rectangle are parallelograms. ()
- c. The area of the rectangle  equals 14 . ()
- d. The hexagon has 5 sides. ()
- e. The two figures  and  are equal in area. ()
- f. $7 \times 16 = (7 \times 10) + (7 \times 6)$. ()

6 Write the multiplication sentence. Calculate the area. Match the equal areas.



7 Split the following arrays using the distributive property. Calculate the total area of each.

a.



$$\square \times \square = \square$$

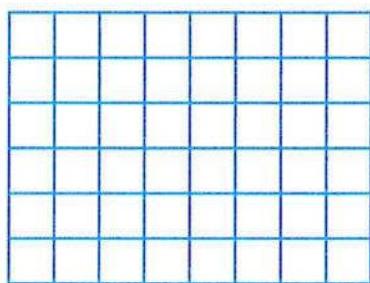
$$\square \times \square = \square$$

$$\square + \square = \bigcirc$$

$$6 \times 7 = \bigcirc$$

$$6 \times 7 = (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad})$$

b.



$$\square \times \square = \square$$

$$\square \times \square = \square$$

$$\square + \square = \bigcirc$$

$$6 \times 8 = \bigcirc$$

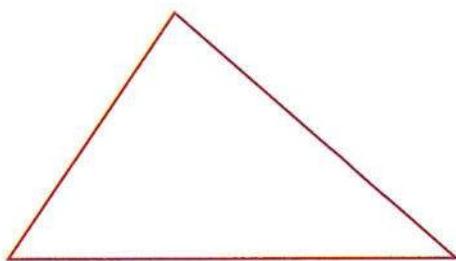
$$6 \times 8 = (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad})$$

General Revision on Chapter 5



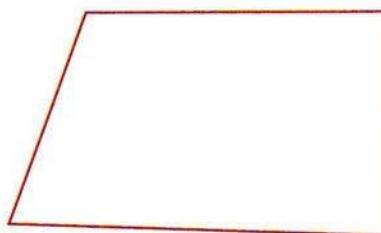
1 Using your ruler, measure each side length. Then find the perimeter of the figure.

a.



$$\begin{aligned}\text{Perimeter} &= \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} \\ &= \underline{\hspace{1cm}} \text{ cm}\end{aligned}$$

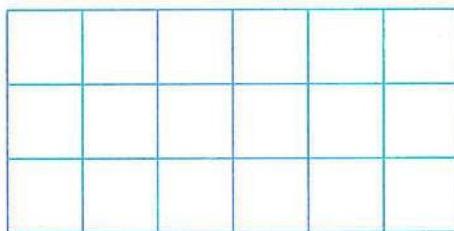
b.



$$\begin{aligned}\text{Perimeter} &= \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} \\ &= \underline{\hspace{1cm}} \text{ cm}\end{aligned}$$

2 Calculate the perimeter and the area of each of the following figures.

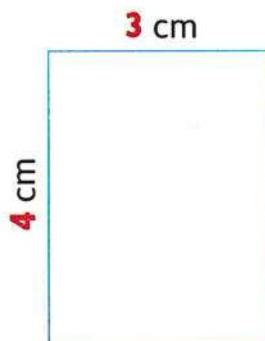
a.



$$\text{Perimeter} = \underline{\hspace{1cm}} \text{ units}$$

$$\text{Area} = \underline{\hspace{1cm}} \text{ square units}$$

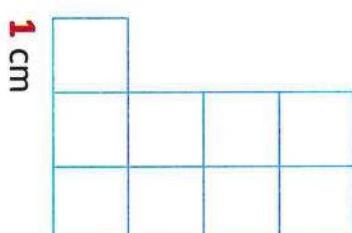
b.



$$\text{Perimeter} = \underline{\hspace{1cm}} \text{ cm}$$

$$\text{Area} = \underline{\hspace{1cm}} \text{ square centimeters}$$

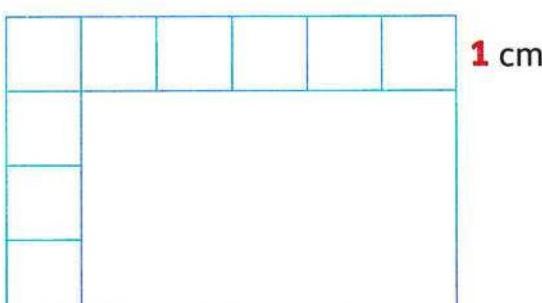
c.



$$\text{Perimeter} = \underline{\hspace{1cm}} \text{ cm}$$

$$\text{Area} = \underline{\hspace{1cm}} \text{ square centimeters}$$

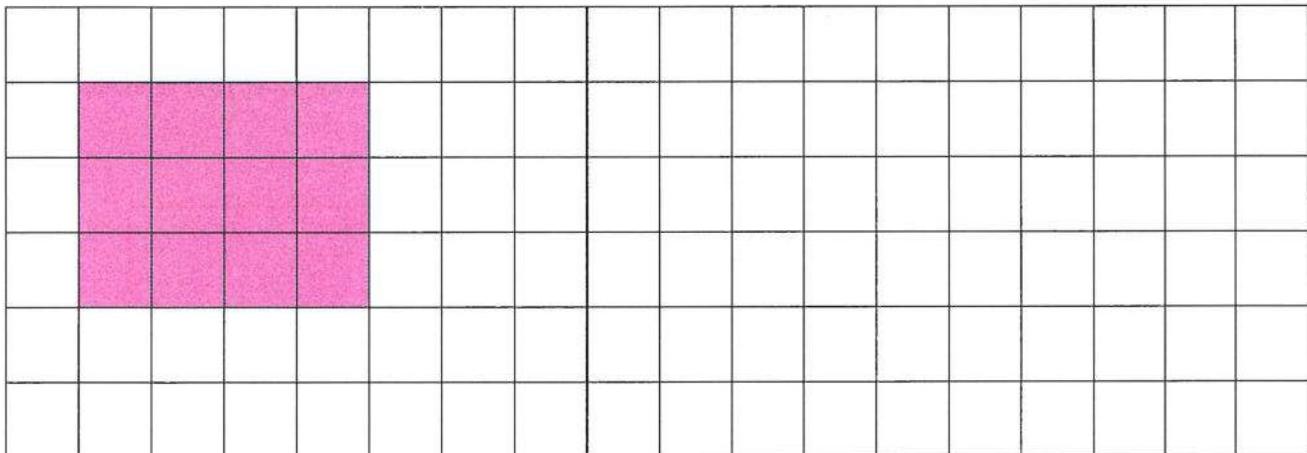
d.



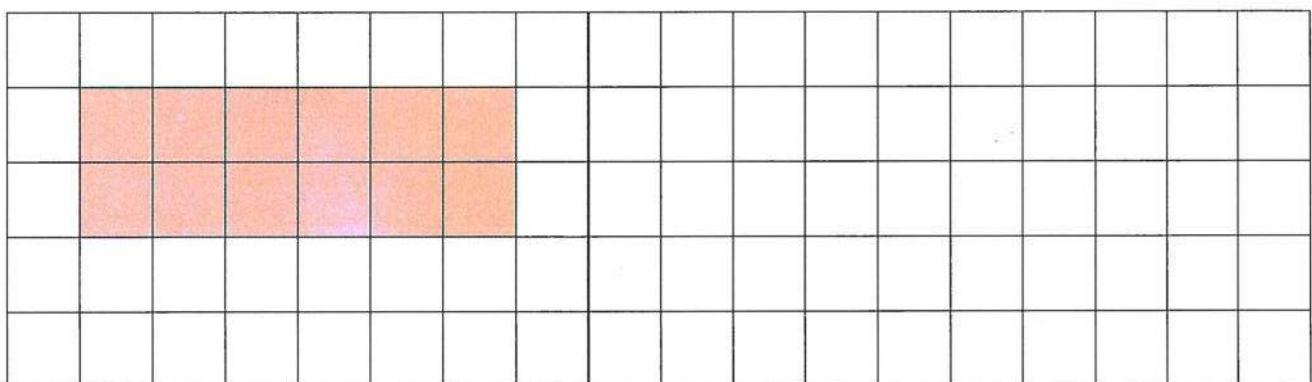
$$\text{Perimeter} = \underline{\hspace{1cm}} \text{ cm}$$

$$\text{Area} = \underline{\hspace{1cm}} \text{ square centimeters}$$

3 Draw a rectangle of the same area of the drawn rectangle in the grid.



4 Draw a rectangle of the same perimeter of the drawn rectangle in the grid.



5 Maher wants to make a wooden frame around the window of his room which is 2 m long and 1 m wide,
so what length of wood does Maher
need for the frame ?



6 A room wall is 5 meters long and 3 meters wide to be pasted with wallpaper.

Calculate the number of the square meters to cover the wall.



7 Find the product.

a. $4 \times 20 =$

b. $9 \times 50 =$

c. $8 \times 30 =$

d. $3 \times 90 =$

e. $60 \times 3 =$

f. $7 \times 40 =$

g. $50 \times 7 =$

h. $30 \times 5 =$

i. $20 \times 9 =$

j. $70 \times 6 =$



8 Complete the following.

a. 9×50

$$= (\underline{\quad} \times \underline{\quad}) \times 10 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$$

c. 5×60

$$= (\underline{\quad} \times \underline{\quad}) \times 10 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$$

e. 3×20

$$= (\underline{\quad} \times \underline{\quad}) \times 10 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$$

g. 9×20

$$= (\underline{\quad} \times \underline{\quad}) \times 10 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$$

b. $4 \times 3 \text{ tens} =$ tens

$$4 \times \underline{\quad} = \underline{\quad}$$

d. $2 \times 7 \text{ tens} =$ tens

$$2 \times \underline{\quad} = \underline{\quad}$$

f. $5 \times 7 \text{ tens} =$ tens

$$5 \times \underline{\quad} = \underline{\quad}$$

h. $9 \times 3 \text{ tens} =$ tens

$$9 \times \underline{\quad} = \underline{\quad}$$

General Revision

on Chapter 6



1 Find each product of the following.

a. $4 \times 10 =$ _____

b. $2 \times 6 =$ _____

c. $60 \times 3 =$ _____

d. $1 \times 3,000 =$ _____

e. $9 \times 9 =$ _____

f. $0 \times 4 =$ _____

g. $7 \times 50 =$ _____

h. $8 \times 0 =$ _____

i. $9 \times 600 =$ _____

j. $8 \times 4 =$ _____

k. $6 \times 1 =$ _____

l. $2 \times 700 =$ _____

m. $9 \times 8 =$ _____

n. $7,000 \times 3 =$ _____

o. $9 \times 2,000 =$ _____

p. $5 \times 4,000 =$ _____

q. $0 \times 8,000 =$ _____

r. $300 \times 9 =$ _____

2 Add or subtract.

a.
$$\begin{array}{r} 1\ 3\ 8 \\ + 5\ 6\ 7 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 6\ 5\ 3 \\ - 2\ 9\ 6 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 5\ 2\ 9 \\ - 1\ 8\ 8 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 7\ 8\ 4 \\ + 9\ 2 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 4\ 5\ 8 \\ - 3\ 6\ 7 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 5\ 8\ 2 \\ + 5\ 2\ 8 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 1,\ 2\ 5\ 5 \\ + 2,\ 1\ 5\ 0 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 6,\ 2\ 0\ 2 \\ - 4,\ 0\ 5\ 3 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 8,\ 3\ 0\ 0 \\ - 2,\ 1\ 5\ 0 \\ \hline \end{array}$$

j.
$$\begin{array}{r} 2,\ 7\ 8\ 0 \\ + 3,\ 4\ 3\ 0 \\ \hline \end{array}$$

k.
$$\begin{array}{r} 4,\ 1\ 3\ 0 \\ + 5\ 2\ 4 \\ \hline \end{array}$$

l.
$$\begin{array}{r} 2\ 0 \\ + 1\ 3\ 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2\ 1\ 4\ 2 \\ + 2\ 1\ 4\ 2 \\ \hline \end{array}$$

m. $739 + 867 =$ _____

n. $5,000 - 3,536 =$ _____

o. $2,345 + 1,655 =$ _____

p. $783 - 571 =$ _____

q. $3,569 + 367 =$ _____

r. $9,351 - 2,987 =$ _____

3 Write the place value of the colored digit in each number.

a. 129,456

b. 26,508

c. 398,672

d. 304,467

4 Write the value of the colored digit in each number.

a. 567,211

b. 201,241

c. 31,497

d. 85,002

5 Put > , < or =.

a. 4,265

○ 4,189

b. 38,206

○ 38,106

c. 669,384

○ 669,382

d. 905,643

○ 905,593

e. 12,000

○ 12 hundreds

f. 15 thousands

○ 1,500 tens

g. 93,257

○ 309,257

h. 1,025

○ 1,005

i. $5,035 + 30,000$

○ $35 + 35,000$

j. 31,508

○ Thirty thousand,
five hundred eight.

6 Circle the better estimation for each.

a.



2 mL

2 L

b.



10 mL

10 L

c.

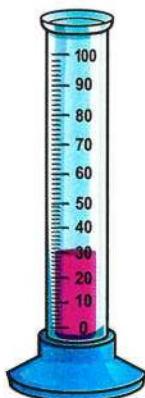


50 mL

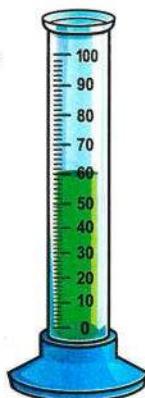
50 L

7 How many mL are there ?

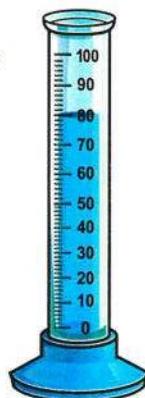
a.



b.



c.



8 Choose the correct answer.

a. $5\text{ L} = \underline{\hspace{2cm}}$ mL

(5 or 50 or 500 or 5,000)

b. $17\text{ Liters} = \underline{\hspace{2cm}}$ milliliters

(17 or 170 or 1,700 or 17,000)

c. $\underline{\hspace{2cm}}\text{ L} = 7,000\text{ mL}$

(7 or 70 or 700 or 7,000)

d. $\underline{\hspace{2cm}}\text{ Liters} = 10,000\text{ milliliters}$

(10 or 100 or 1,000 or 1)

e. A family size of milk bottle is measured by _____

(mL or L)

f. Water in basin is measured by _____

(mL or L)

g. A perfume bottle is measured by _____

(mL or L)

9 Solve the following story problems.

- a. Bassem bought 5 books to read. Each book costs 90 pounds.
How much money did Bassem pay ?

- b. Amgad has 5,000 L.E. He bought a new mobile for 3,550 L.E.
Find the remainder with Amgad.

- c. In a fruit farm, there are 475 mango trees and 516 orange trees.
Find the number of all trees in this farm.

- d. Yousra had 3,000 pounds. She spent 1,250 pounds at the market and 375 pounds at the butcher shop.
How much money were left with her ?

Third

Final Assessments



Model 1



1 Choose.

a. $84 \text{ cm} = \underline{\hspace{2cm}}$ mm

84

840

8,400

b. $7,325 \quad \square \quad 999$

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c. $700 + 30,000 + 5 + 80 = \underline{\hspace{2cm}}$

3,785

30,785

37,850

d. _____ is a multiple of 3

12

8

14

e. How many vertices are there in a parallelogram ?

2

4

6

f. $9 \times 6 = (9 \times 4) + (9 \times \underline{\hspace{2cm}})$

9

5

2

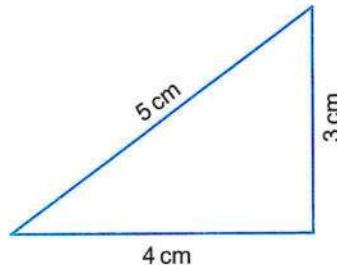
2 Complete.

a. $3 \times 400 = \underline{\hspace{2cm}}$

b. Four hundred fifty-one thousands, three hundred thirty-one in standard form is _____

c. $7,315 + 1,283 = \underline{\hspace{2cm}}$

d. The perimeter of the opposite polygon = _____ + _____ + _____ = _____ cm



e. $24 \div 4 = \underline{\hspace{2cm}}$

f. The minute hand will point to number _____ when 45 minutes have passed.

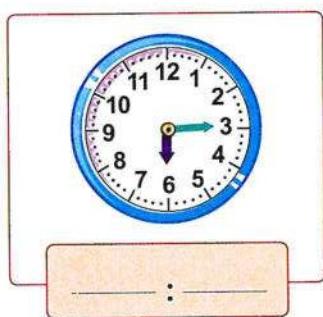
3 Answer the following.

a. Ahmed has 15 eggs and wants to put them equally in 5 plates.

How many eggs are there in each plate ?

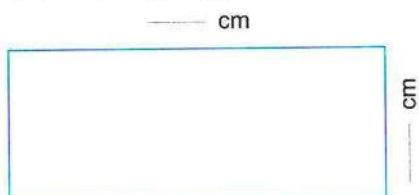
The number of eggs in each plate = _____

b. Write the time in two ways.



It's _____

c. Find the perimeter and the area of the following figure.



$$\text{Perimeter} = \text{_____} + \text{_____} + \text{_____} + \text{_____} \\ = \text{_____} \text{ cm}$$

$$\text{Area} = \text{_____} \times \text{_____} \\ = \text{_____} \text{ square centimeters}$$

d. Use a ruler to measure the length of each of the following.

1.



_____ mm

2.



_____ mm

3.



_____ mm

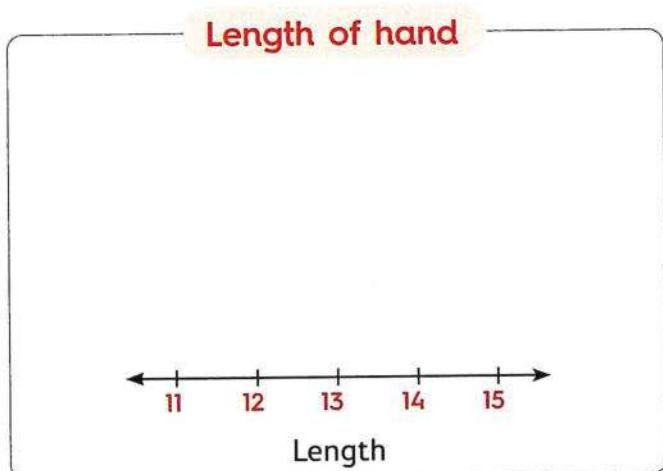
4.



_____ mm

4 Complete the tally table and the line plot.

Length of hand		
Length	Tally	Number
11 cm		_____
12 cm		_____
13 cm		_____
14 cm		_____
15 cm		_____



Key

Each X = 1 child

Model 2



1 Choose.

a. The place value of the digit 4 in the number 48,205 is _____

- Hundred thousands Ten thousands Thousands

b. $2 \times \underline{\quad} = 4 + 4 + 4$

- 2 4 6

c. _____ is a common multiple of 2 and 3

- 4 12 8

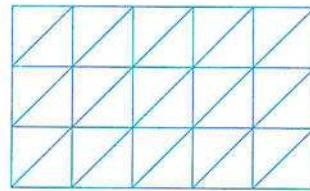
d. $20,004 \square 4,002$

- > < =

e. The area of the opposite figure = _____



- 8 15 30



f. $300 \times 4 = \underline{\quad}$

- 12 120 1,200

2 Complete.

a. $7 \times 8 = \underline{\quad}$

b. 25,607 in expanded form is _____ + _____ + _____ + _____

c. The perimeter of the rectangle which its dimensions are 5 cm and 6 cm is
_____ cm

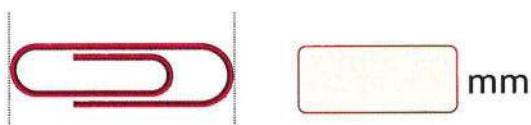
d. The examples for parallelograms are : _____, _____ and _____

e. 3 liters = _____ mL

f. 20, 24, 28, 32, _____, _____, _____ (in the same pattern)

3 Answer the following.

a. Measure the length in mm.



mm

b. Draw the clock hands which represent the digital clock.

05 : 40



c. Arrange the following numbers in a descending order.

15,001

50 thousands

105,000

501 hundreds

The order is : _____ , _____ , _____ , _____

d. There are 6 apples in a box.

How many apples are there in 9 boxes ?

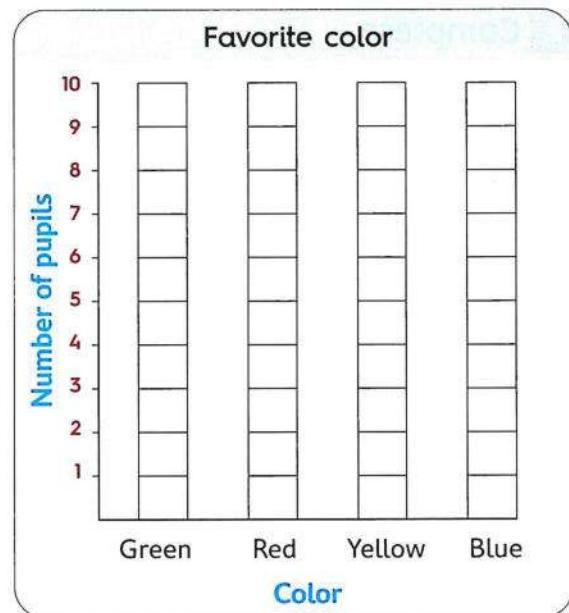
e. Find the results.

$$\begin{array}{r} 1. \quad \begin{array}{r} 5 \ 8 \ 7 \\ + \ 2 \ 3 \ 9 \\ \hline \end{array} \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad \begin{array}{r} 4 \ , \ 4 \ 2 \ 8 \\ - \ 1 \ , \ 1 \ 5 \ 3 \\ \hline \end{array} \\ \hline \end{array}$$

f. Count the tallies. Write the total. Color the graph to show the data.

Favorite color		
Color	Tally	Number
Green		_____
Red		_____
Yellow		_____
Blue		_____



Model 3



1 Choose.

a. $2 \underline{\quad} 0 = 0$

 + - ×

b. _____ is a common multiple of 5 and 10

 25 30 15

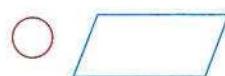
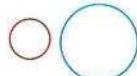
c. The value of the digit 5 in 752,386 is _____

 500 5,000 50,000

d. $5 \times 8 \boxed{\quad} 4 \times 10$

 > < =

e. Which of the following does not represent a polygon?



f. $6 \div 3 = \underline{\quad}$

 18 2 3

2 Complete.

a. 5 thousands = _____ tens.

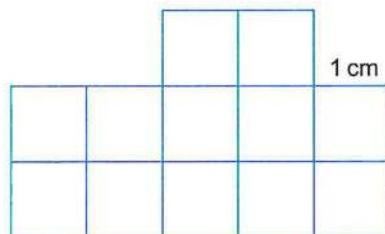
b. 7 liters = _____ milliliters.

c. The factors of 4 are _____, _____, _____

d. 13, 17, 21, _____ (in the same pattern)

e. The area of the opposite figure = _____ square centimeters

f. $7,592 - 4,317 = \underline{\quad}$



3 Answer the following.

a. Sameh has 153 marbles , Marwan has 223 marbles.

How many marbles do they have all together ?

b. Write the numbers in order from least to greatest.

325,261

532,272

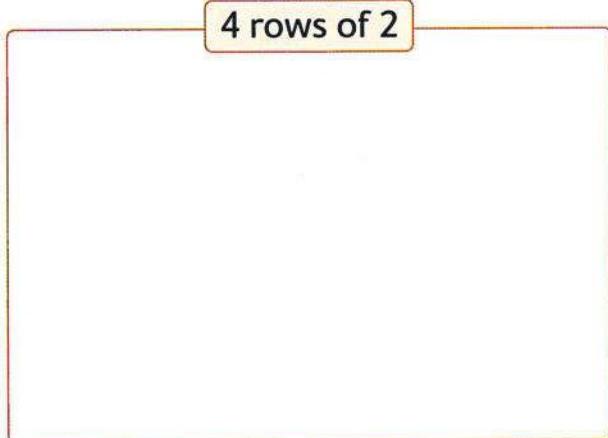
24,362

532,271

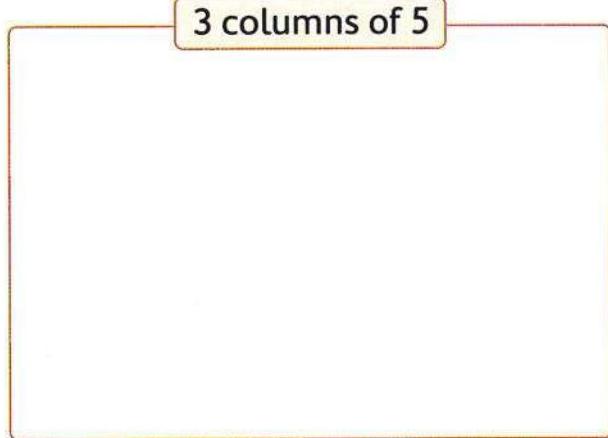
The order is : _____ , _____ , _____ , _____

c. Create an array.

4 rows of 2



3 columns of 5



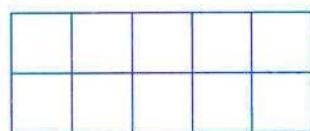
d. Our Math lesson started at 10:00.

It finished at



Math lesson took _____ minutes.

e. The area of the figure



$$= \text{_____} \times \text{_____}$$

$$= \text{_____} \square$$

Model 4



1 Choose.

a. 232 thousands and 4 232,400

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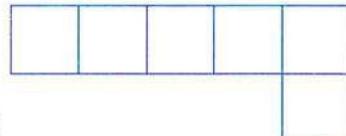
b. _____ is a multiple of 2

13

15

20

c. The perimeter of the opposite figure is
_____ units.



14

15

13

d. $3 \times 80 =$ _____

24

240

2,400

e. How many mL are there ?

40

30

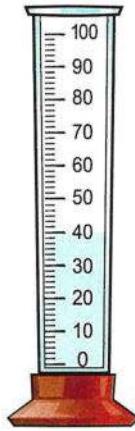
20

f. $9 \times 8 =$ _____

63

18

72



2 Complete.

a. $78,032 =$ _____ + _____ + _____ + _____

b. $24 \div 8 =$ _____

c. $5 \times 8 = (5 \times 5) + (5 \times \text{ })$

d. _____ tens = 800

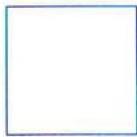
e. $7,453 + 3,572 =$ _____

f. _____ (in the same pattern)

3 Answer the following.

a. Name each figure and write the missing number.

Name : _____

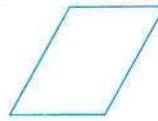


equal sides

pairs of parallel sides

vertices

Name : _____

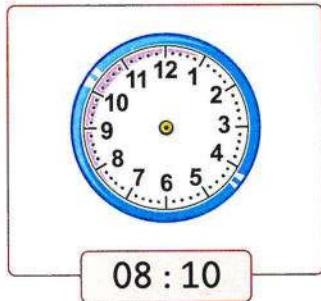


pairs of equal sides

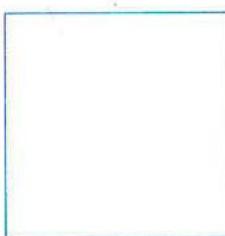
pairs of parallel sides

vertices

b. Draw the clock hands.



c. Find the perimeter and the area of the following square.



$$\begin{aligned} \text{Perimeter} &= \text{---} + \text{---} \\ &\quad + \text{---} + \text{---} \\ &= \text{---} \text{ cm} \end{aligned}$$

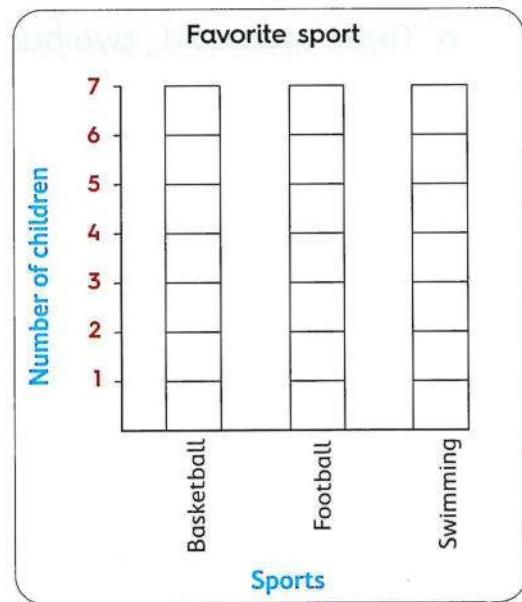
$$\begin{aligned} \text{Area} &= \text{---} \times \text{---} \\ &= \text{---} \text{ square centimeters} \end{aligned}$$

d. Sarah has 4 packets of sweets with 5 pieces of sweets in each one.

How many pieces of sweets Sarah has ?

e. Count the tallies. Write the total. Color the graph.

Favorite sport		
Sport	Tally	Number
Basketball		---
Football		---
Swimming		---



Model 5



1 Choose.

a. What number will the minute hand point to when 40 minutes have passed ?

7

8

9

b. $2 \times 6 =$ _____

4×5

3×4

12×0

c. The value of the digit 0 in the number 301,532 is _____

0

1,000

10,000

d. $700 \text{ mm} =$ _____ cm

70

7

7,000

e. Which of the following does not represent a polygon ?

Pentagon

Rectangle

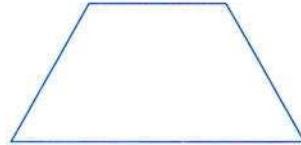
Circle

f. The name of the opposite figure is _____

square

trapezium

parallelogram



2 Complete.

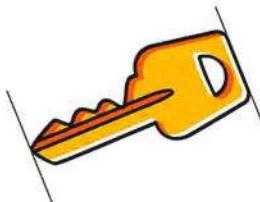
a. Three thousand , two hundred five in standard form is _____

b. $7,400 - 3,213 =$ _____

c. _____ $\times 9 = 45$

d. 94 , 84 , 74 , _____ , _____ (in the same pattern)

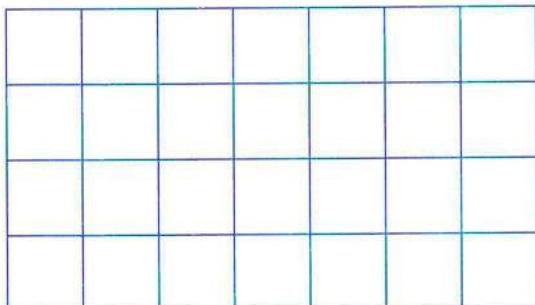
e. The length of the opposite figure = _____ cm



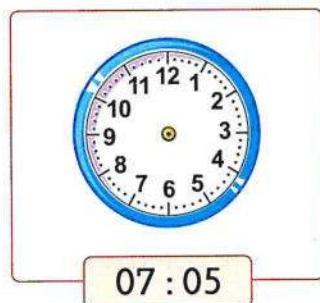
f. The factors of 12 are : _____ , _____ , _____ , _____ , _____ , _____

3 Answer the following.

- a. Draw a rectangle of perimeter 8 length units in the grid and find its area.



- b. Draw the clock hands.



The area = _____ square units

c. $325 + 137 + 241 =$
= _____

d. Find the result.

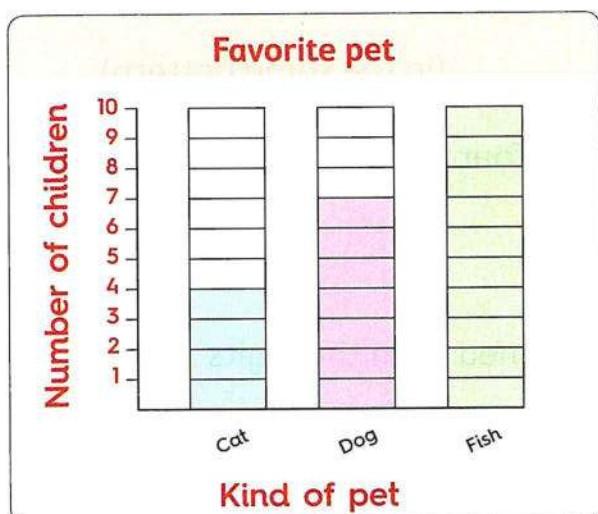
(1) $7 \times 8 =$ _____

(2) $5 \times 7 =$ _____

(3) $18 \div 2 =$ _____

(4) $1 \times 8 =$ _____

e. Use the bar graph to complete the tally table.



Favorite pet

Pet	Tally
Cat	
Dog	
Fish	

Model 6



1 Choose.

a. 2×500 $999 + 1$

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b. $6 + 6 + 6 + 6 = \underline{\quad} \times 6$

2

4

6

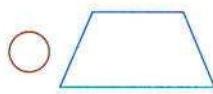
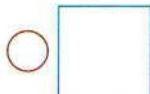
c. $800 \text{ mm} = \underline{\quad} \text{ cm}$

8

80

88

d. Which of the following does not represent a parallelogram?



e. 2 thousands = $\underline{\quad}$ hundreds.

2

20

200

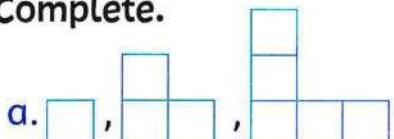
f. $648 + 9,000 = \underline{\quad}$

90,648

9,648

64,809

2 Complete.

a.  , $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$ (in the same pattern)

b. Nine hundred sixty-eight thousands, four hundred thirty-one in standard form is $\underline{\quad}$

c. $42 \div 7 = \underline{\quad}$

d. The smallest number that can be formed from the digits

$3, 0, 4, 5, 6, 2$ is $\underline{\quad}$

e. The number which the minute hand points to when 20 minutes have passed is $\underline{\quad}$

f. $7,326 - 5,296 = \underline{\quad}$

3 Answer the following.

a. Find the answer.

$$134 + 97 + 215 + 345 = \underline{\quad} + \underline{\quad} = \underline{\quad}$$

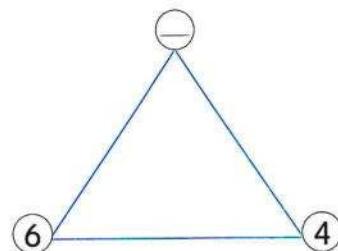
b. Write the fact family.

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

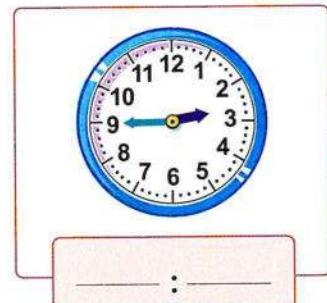
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

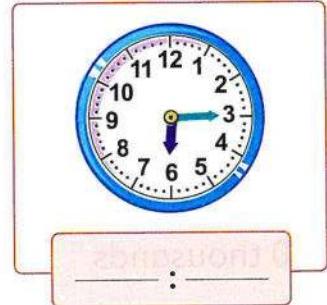


c. Write the time in two ways.

1.



2.



It is _____

It is _____

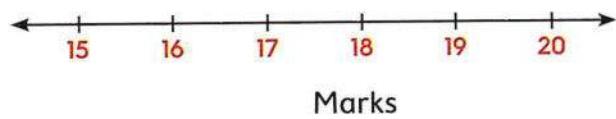
d. The school library had 5,775 books for borrowing. During one week 1,580 of them were borrowed and 370 books were missed.

How many books are there in the library right now ?

e. Complete the table and use it to draw a line plot.

Marks of students in an exam		
Marks	Tally	Number of students
15		
16		
17		
18		
19		
20		

Marks of students in an exam



key

Each X = — student

Model 7



1 Choose.

a. The number of vertices of a hexagon = _____

3

5

6

b. $60 \times 3 =$ _____

18

180

120

c. _____ is a multiple of 3

6

8

10

d. The value of the digit 3 in the number 324,510 is _____

300

3,000

300,000

e. 150 thousands 1,500 hundreds

>

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f. _____ = $(8 \times 4) + (8 \times 5)$

8×9

8×8

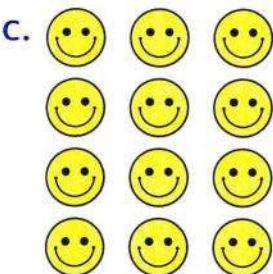
8×5

2 Complete.

a. 30, 32, 34, _____ (in the same pattern)

+
+
+

b. 35 liters = _____ mL



_____ rows of _____

\times = _____

d. $7 \times 3 =$ _____

e. $30 \div 5 =$ _____

f. $20,000 + 700 + 50 + 7 =$ _____ (in standard form)

3 Answer the following.

a. Arrange in an ascending order:

734,520

97,541

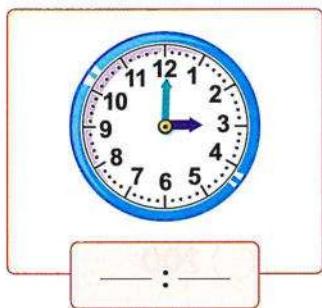
725,743

97,394

The order is : _____ , _____ , _____ , _____

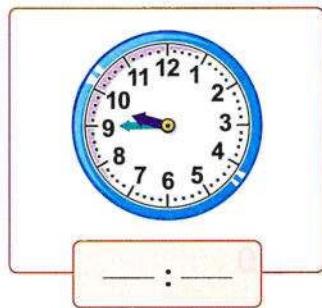
b. Write the time in two ways.

1.



It's _____

2.



It's _____

c. Find the result.

(1) $7,522 + 2,785 =$ _____

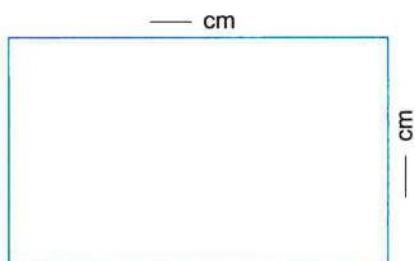
(2) $3,741 - 579 =$ _____

(3) $7 \times 8 =$ _____

(4) $24 \div 3 =$ _____

d. Find the area and the perimeter of each of the following.

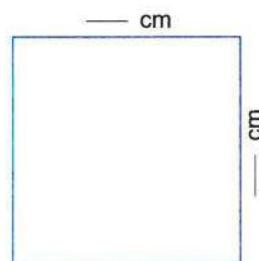
1.



Area = _____ square centimeters

Perimeter = _____ cm

2.



Area = _____ square centimeters

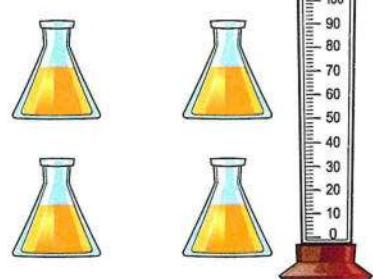
Perimeter = _____ cm

e. Color to reach the required measure.



= 20 mL

1.



2.



Model 8



1 Choose.

a. Forty players are in teams of five. How many teams are there?

40 + 5

40 ÷ 5

40 - 5

b. _____ \times 5 = 5

0

1

5

c. _____ = 200 tens

2,000

20

200

d. The area of the

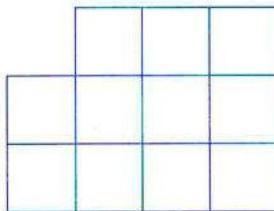
opposite figure = _____



9

10

11



e. _____ is a common multiple of 3 and 5

10

6

30

f. $4 + 4 + 4 + 4 + 4 = 4 \times$ _____

4

5

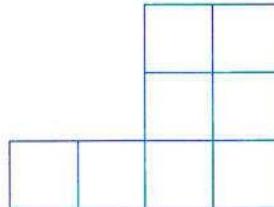
6

2 Complete.

a. $935,429 =$ _____ + _____ + 5,000 + _____ + _____ + 9

b. $28 \div$ _____ = 7

c. The perimeter of the
opposite figure = _____ units.



d. 70 mm = _____ cm

e. The value of the digit 0 in the number 30,248 is _____

f. $9 \times 7 =$ _____

3 Answer the following.

a. Measure the length of each object.

1.



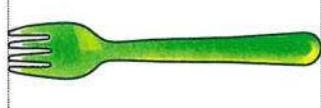
mm

2.



mm

3.



mm

b. Find the result.

(1) $7,850 - 1,700 =$ _____

(2) $354 + 27 + 17 + 833 =$ _____ + _____
= _____

c. Join.

1. 3×8

2. 7×2

3. 3×4

4. 8×0

$20 - 6$

2×6

7×0

4×6

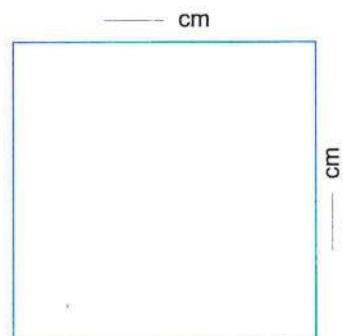
d. What number will the minute hand point to when 10 minutes have passed? _____

e. Find the area and the perimeter of each of the following.



Area = _____ square centimeters

Perimeter = _____ cm



Area = _____ square centimeters

Perimeter = _____ cm

Model 9



1 Choose.

a. $6 \times \underline{\quad} = 48$

7

8

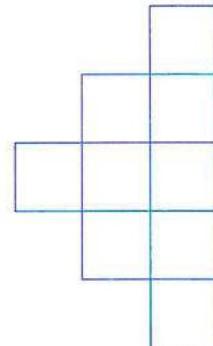
9

b. The area of the opposite figure is $\underline{\quad}$

9

12

15



c. $5 \times 300 = \underline{\quad}$ tens

1,500

150

15

d. $99 \times 1 \quad 99 + 1$

>

<

=

e. $50,000 + 700,000 + 3 + 40 + 800 = \underline{\quad}$

57,348

843,705

750,843

f. $58 \text{ cm} = \underline{\quad} \text{ mm}$

58

580

5,800

2 Complete.

a. The perimeter of the triangle whose side lengths are 4 cm, 5 cm and 8 cm is $\underline{\quad}$ cm

b. The trapezium has $\underline{\quad}$ pair(s) of parallel sides and the parallelogram has $\underline{\quad}$ pair(s) of parallel sides.

c. The value of the digit 4 in the number 904,526 is $\underline{\quad}$ and its place value is $\underline{\quad}$

d. $7 \times \underline{\quad} = (7 \times 4) + (2 \times 7)$

e. $2,590 + 3,628 = \underline{\quad}$

f. The factors of 8 are $\underline{\quad}, \underline{\quad}, \underline{\quad}, \underline{\quad}$

3 Answer the following.

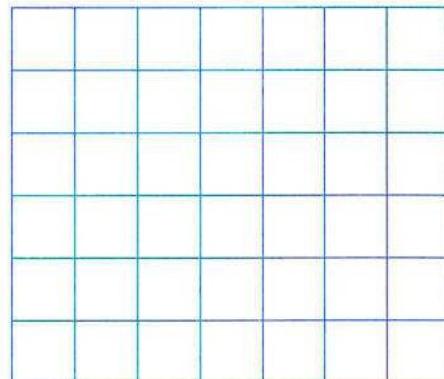
a. Show 5 equal groups of 4 by drawing circles and dots then , find the product.

b. Find the results.

$$\begin{array}{r} 1. \quad 9 \\ \times \quad 9 \\ \hline \end{array}$$

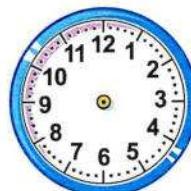
$$\begin{array}{r} 2. \quad 8 \ 0 \ 2 \\ - \quad 4 \ 6 \\ \hline \end{array}$$

c. Draw a rectangle on the grid of area 20 square units and find its perimeter.



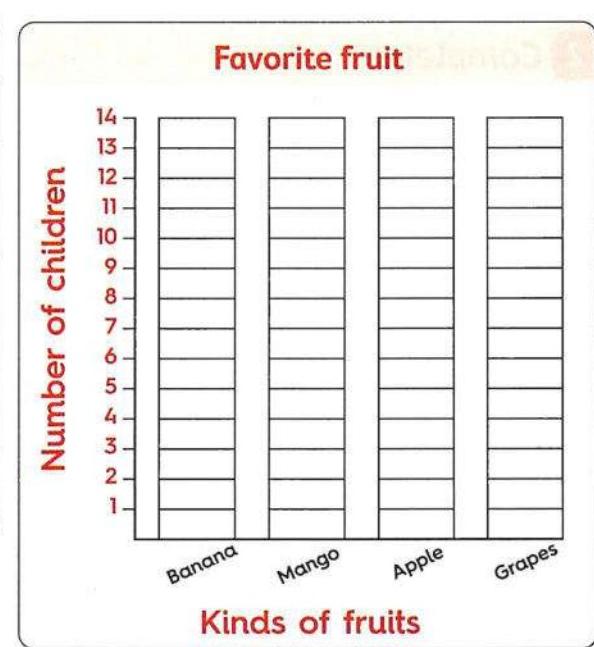
d. Hoda saw some dogs in a park.
She counted 32 legs.
How many dogs did Hoda see ?

e. Draw the clock hands , write the time in the digital clock to show the time "quarter to 4"



f. Convert the same information from the tally table into a bar graph.

Favorite fruit	
Fruit	Tally
Banana	
Mango	
Apple	
Grapes	



Model 10



1 Choose.

a. Six thousand , five hundred two in standard form is _____

6,520

6,502

6,052

b. $5 \times 9 =$ _____

35

40

45

c. The estimated length of the opposite object = _____



10 mm

10 cm

10 m

d. $40 \div 5$ 2×4

>

<

=

e. $700,000 =$ _____ hundreds

7,000

700

70

f. $17 \text{ L} =$ _____ mL

17

1,700

17,000

2 Complete.

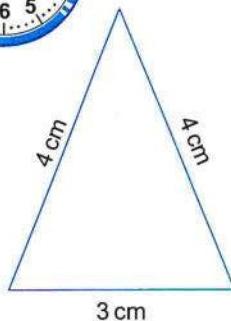
a. Hany went to a party at 7:00 , the party finished at _____, the time period of the party = _____ minutes.



b. The perimeter of the opposite triangle = _____ cm

c. $500,000 + 40 + 700 =$ _____

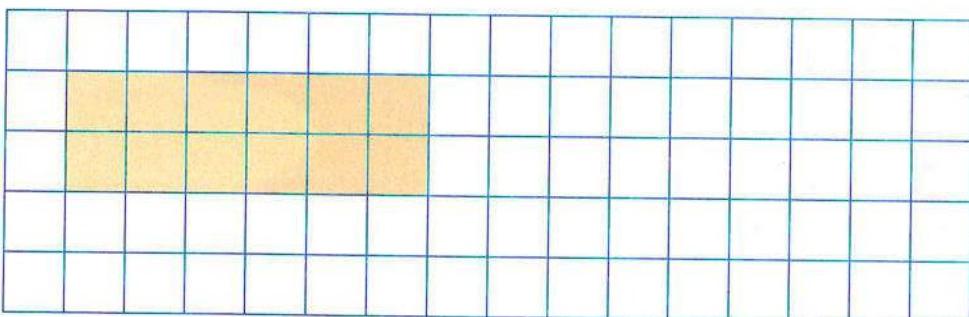
d. $0 \times 8 =$ _____



e. _____
(in the same pattern)

3 Answer the following.

- a. Draw a rectangle of the same area of the drawn rectangle in the grid.



- b. The school library had 7,530 books for borrowing. During one week 2,370 of them were borrowed. How many books were left ?
-
-

- c. Complete the table.

Shape	Name	Number of sides	Number of vertices

- d. Complete the tally table , then answer the questions

1. What is the number of children liked blue ? _____

2. Which color is liked the most ? _____

3. How many more children liked blue than red ? _____

Favorite color		
Color	Tally	Number
Red		_____
Blue		_____
Yellow		_____
Black		_____

Mathematics

By a group of supervisors

GUIDE ANSWERS FREE PART

2



3rd
PRIMARY
FIRST TERM
2025

ANSWERS

of Parents' Guide

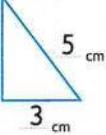


Answers of Revision

Revision 1

- 1 182 , Yes
- 2 01 : 30
- 3 245
- 4 a. odd b. even c. even d. odd
- 5 a. < b. > c. =
- 6 8
- 7 a. 100 b. 300 c. 700
- 8 Sandwiches sold together
 $= 238 + 415 = 653$ sandwiches
- 9 5
- 10 a.  b. 

Revision 2

- 1 a. 754 b. 3 c. $\frac{2}{3}$
d. 9 e. 515
- 2 $23 + 14 + 39 + 16$
 $= (23 + 14) + (39 + 16)$
 $= 37 + 55 = 92$
- 3 5 kg
- 4 90
- 5 
- 6 

- 7 a. 171 b. 115
- 8 The money left $= 354 - 160$
 $= 194$ pounds
- 9 a. 19 , 21 , 23
b. 59 , 49 , 39
c. 20 , 25 , 30
- 10 $3 + 3 + 3 + 3$

Revision 3

- 1 a. 4 b. 3
c. 70 d. 26
- 2 $\frac{2}{3}$
- 3 a. 338 b. 579
- 4 cylinder , 0 , 0 , 2
- 5 a. 233 b. 188
- 6 10
- 7 Order is : 291 , 219 , 192 , 129
- 8 a. Eighty b. Five
c. Fourteen d. Sixty
- 9 03 : 30 , P.M.
- 10 The weight in all $= 67 + 85$
 $= 152$ kilograms

Answers of Chapter 1

Exercise 1

1 a.



b.



c.

12

d.



e.



f.



g.



h.



2 a.

28 , 30

+ 2

b.

50 , 45

- 5

c.

43 , 33

- 10

d.

56 , 67

+ 11

e.

61 , 71

+ 10

f.

37 , 34

- 3

3 a.

80 , 90 , 100 , 110 , 120

b.

60 , 62 , 64 , 66 , 68

c.

23 , 19

d.

58 , 48

e.

49 , 53

f.

140 , 145

g.

75 , 70

h.

42 , 38

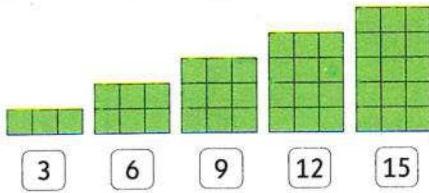
i.

58 , 70

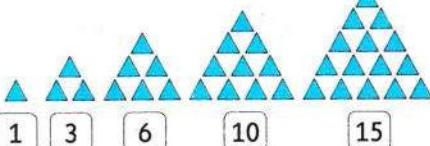
j.

68 , 79

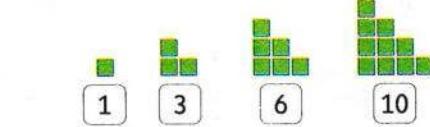
4 a.



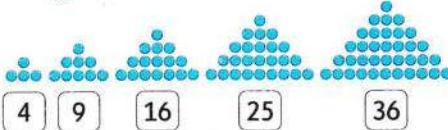
b.



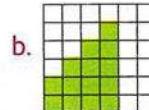
c.



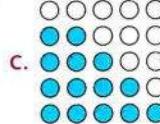
d.



5 a.



c.



6 a.

44 , 42

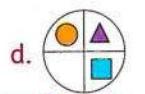
b.

16 , 22

c.

8 , 13

d.



Exercise 2

1 a.

3 , 8 , 11

b.

11 , 4 , 15

2 a.

Heads	Tails

Answers of Chapter 1

b.

Heads	Tails

• 30

3

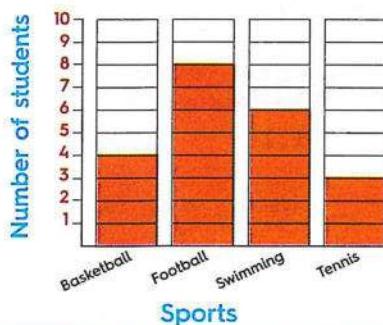
Shirt color		
Color	Tally	Number
Blue		10
Red		7
Green		3

- a. 10 b. Blue
c. Green , Red , Blue

4

Favorite Sports		
Sports	Number of students	Number
Basketball		4
Football		8
Swimming		6
Tennis		3

Favorite sports

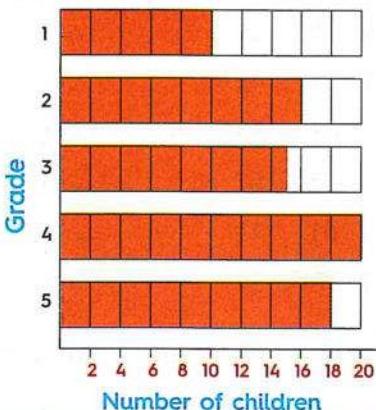


- a. 8 b. Football c. Tennis

5

Children who ride a bus		
Grade	Number of children	Number
1		10
2		16
3		15
4		20
5		18

Children who ride a bus

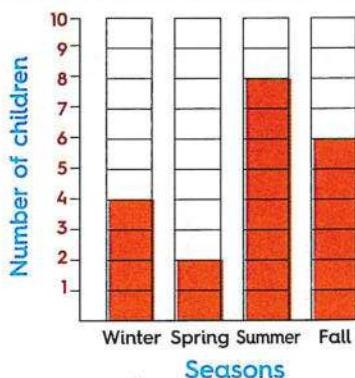


1. a. 20 b. 15
c. Grade 4 d. Grade 1
2. a. ✓ b. ✗ c. ✓ d. ✗

6

Our favorite season		
Season	Tally	Number
Winter		4
Spring		2
Summer		8
Fall		6

6

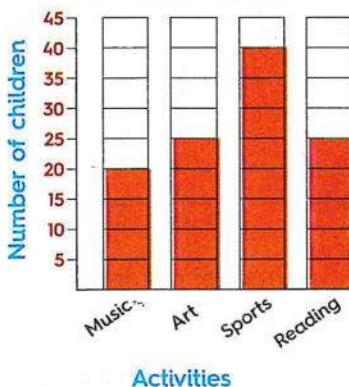
Favorite season

1. a. Summer b. Spring
c. 20
2. a. ✓ b. ✗ c. ✓

7

Favorite activity

Vegetable	Tally	Number
Music		20
Art		25
Sports		40
Reading		25

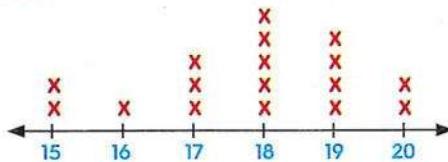
Favorite activity

1. a. 20 b. Music
c. Sports d. 65
e. 15
2. a. = b. >

Exercise**3**

- 1 a. 6 b. 3 c. 9
2 a. 4 students b. 5 students
c. 3 students d. 6 students
e. 21 students f. 7 students

3

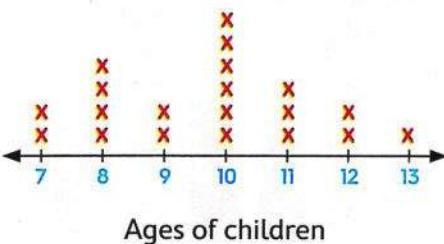


Key

Each X = 1 student

4

Ages of children in karate class



Ages of children

Key Each x = 1 child

a. 3

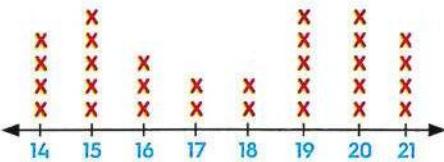
b. 10

c. 20

5

Hours	14	15	16	17	18	19	20	21
Tally								
Frequency	4	5	3	2	2	5	5	4

Study hours per week



Number of hours

Key Each x stands for 1 student

a. 2 students

b. 4 students

c. 5 students

d. 2 students

8

6

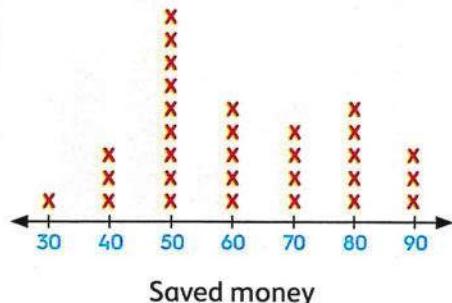
Saved money

Frequency

30 40 50 60 70 80 90

1 3 9 5 4 5 3

Money saved in a week



Saved money

Key Each x stands for 1 child

1. a. 3

b. 1

c. 50

2. a. ✓

b. X

c. X

Exercise

4

1 a. centimeter

b. millimeter

c. meter

d. meter

e. centimeter

f. meter

2 a. 5

b. 6

c. 7

d. 34

e. 3

f. 32

g. 43

h. 51

i. 4

j. 4

k. 4

3 3, 4, 2, 5

The order is : 5 , 4 , 3 , 2

- 4** a. \longrightarrow 4 b. \longrightarrow 3
 c. \longrightarrow 1 d. \longrightarrow 2

- 5** a. X b. ✓ c. X
 d. ✓ e. X

- 6** a. 30 b. 240 c. 7
 d. 50 e. 500 f. 2
 g. 6 h. 70

- 7** a. 70 b. 30 c. 400
 d. 800 e. 180 f. 500
 g. 5 h. 3 i. 4
 j. 20 k. 100 l. 1
 m. 70 n. 60 o. 800
 p. 600 q. 8 r. 9
 s. 3, 50 t. 7, 5

- 8** a. ✓ b. ✓ c. ✓
 d. X e. ✓ f. X

- 9** a. > b. = c. <
 d. > e. > f. =
 g. < h. = i. <
 j. < k. > l. <
 m. < n. <

- 10** 90 cm.

- 11** a. 30 b. 20 c. 70
 d. 6 e. 200 f. 5

Answers of Chapter 2

Exercise

5

1

Number	Thousands	Hundreds	Tens	Ones
a. 5,839	5	8	3	9
b. 7,256	7	2	5	6
c. 2,103	2	1	0	3
d. 4,360	4	3	6	0
e. 5,018	5	0	1	8
f. 918	0	9	1	8

- 2 a. 3,000 b. 4,000
c. 9 d. 70
e. 0 f. 100
g. 60 h. 30

- 3 a. Thousands , 3,000
b. Thousands , 6,000
c. Ones , 2 d. Ones , 3
e. Hundreds , 600
f. Thousands , 1,000
g. Tens , 0
h. Hundreds , 500
i. Thousands , 5,000
j. Tens , 80 k. Hundreds , 0
l. Thousands , 2,000

- 4 a. $3,000 + 200 + 80 + 4$
b. $5,000 + 100 + 20 + 3$
c. $9,000 + 800 + 50 + 6$
d. $8,000 + 30 + 2$
e. $7,000 + 500 + 4$
f. $6,000 + 800$ g. $4,000 + 1$

- 5 a. 2,634 b. 6,871
c. 4,593 d. 3,309
e. 6,021 f. 1,110
g. 7,650 h. 9,005
i. 1,900 j. 5,040

- 6 a. $8,000 + 400 + 90 + 1 = 8,491$
b. $2,000 + 100 + 70 + 5 = 2,175$
c. $3,000 + 500 + 20 + 7 = 3,527$
d. $9,000 + 700 + 2 = 9,702$
e. $1,000 + 40 + 8 = 1,048$
f. $4,000 + 500 + 3 = 4,503$
g. $5,000 + 700 + 10 + 6 = 5,716$
h. $3,000 + 40 + 6 = 3,046$

- 7 a. 2,000 b. 3,003
c. 20 , 5 d. 40
e. 400 f. 70 , 700 , 7,000
g. 80 , 3,000 h. 4,000 , 6
i. 7 , 6 , 4 , 9 j. 5 , 3 , 0 , 2

- 8 a. 5,378 b. 2,531
c. 9,406 d. 1,054
e. 3,002 f. 4,040
g. 2,017 h. 8,500

- 9 a. Three thousand , seven hundred fifty-one
b. Four thousand , four
c. Seven thousand , two hundred
d. Six thousand , five hundred ten
e. Five thousand , three hundred seventeen

- f. Eight thousand , eighty
 g. Five thousand , three hundred twenty-six
 h. Two thousand , twenty

- 10** a. 6 b. 20 c. 700
 d. 8 e. 5 f. 90
 g. 300 h. 80 i. 4,000
 j. 8,000 k. 40 l. 800

- 11** a. < b. < c. <
 d. > e. < f. >
 g. > h. > i. =
 j. < k. < l. >
 m. < n. = o. =

- 12** a. 9,843 , 3,489 b. 5,432 , 2,345
 c. 8,651 , 1,568 d. 7,544 , 4,457
 e. 7,320 , 2,037 f. 9,430 , 3,049

- 13** a. The order is : 987 , 6,978 ,
 6,987 , 7,896
 b. The order is : 3,521 , 4,782 ,
 5,336 , 9,835
 c. The order is : 993 , 1,281 ,
 2,990 , 4,621 , 6,170
 d. The order is : 784 , 4,278 ,
 4,279 , 7,249 , 7,942

- 14** a. The order is : 5,300 , 3,805 ,
 1,500 , 1,050
 b. The order is : 9,541 , 7,321 ,
 6,541 , 941

- c. The order is : 5,719 , 3,010 ,
 2,605 , 1,938 , 456
 d. The order is : 6,204 , 5,441 ,
 3,009 , 2,917 , 708

- 15** a. Hundreds b. 9,000
 c. 9,999 d. 1,000
 e. 9,876 f. 1,023
 g. 1,111 h. 9,998

- 16** a. ✓ b. ✓
 c. ✗ d. ✗
 e. ✓ f. ✗
 g. ✗

- 17** The numbers are : 5,432 , 5,423
 and 5,342 (Answers may vary)

18 2,319

Exercise 6

- 1** a. 65,810 b. 308,001
 c. 921,348 d. 200,720
 e. 102,421 f. 31,065
 g. 85,609 h. 407,105

- 2** a. 3,000 b. 80,000
 c. 50 d. 200
 e. 500,000 f. 90,000
 g. 0 h. 1,000

- 3 a. Ten thousands , 60,000
b. Ten thousands , 80,000
c. Hundred thousands , 700,000
d. Hundred thousands , 100,000
e. Hundreds , 300
f. Ten thousands , 40,000
g. Thousands , 0
h. Thousands , 1,000
i. Thousands , 9,000
j. Hundreds , 0

- 4 a. Hundred thousands
b. 700,000
c. Ten thousands
d. 0 e. 5
f. 5
g. Hundred thousands
h. Ten thousands

- | | | |
|---|------------|------------|
| 5 | a. 31,574 | b. 278,621 |
| | c. 308,010 | d. 504,030 |
| | e. 97,205 | f. 330,300 |
| | g. 39,415 | h. 68,092 |
| | i. 300,928 | j. 500,505 |

- 6**

 - a. $90,000 + 5,000 + 600 + 80 + 3$
 - b. $500,000 + 40,000 + 3,000$
 $+ 800 + 70 + 6$
 - c. $60,000 + 2,000 + 300 + 10 + 9$
 - d. $700,000 + 60,000 + 2,000$
 $+ 300 + 10 + 9$

- e. $10,000 + 5,000 + 700 + 80$
 - f. $200,000 + 30,000 + 40 + 5$
 - g. $70,000 + 100 + 10 + 6$
 - h. $800,000 + 10,000 + 2,000 + 4$
 - i. $400,000 + 40$

- 7 a. 90,000
b. 500,000 , 1,000 c. 8,000
d. 40,000 e. 600,000 , 1
f. 100,000 , 2,000 g. 210,564
h. 35,029 i. 25,798
j. 905,017 k. 16,439

- 8 a. Two hundred thirty-five thousand , seven hundred ninety-one
b. Nine hundred four thousand , six
c. Seventy-one thousand , seventy-one
d. Sixty thousand , six hundred six
e. Seven hundred forty-six thousand , ninety
f. Fifty-four thousand , three hundred twenty-nine
g. Seven hundred nine thousand , fifty.
h. Eighty thousand , six hundred thirty-six

- 9 a. → 50,000
b. → Hundred thousands
c. → Ten thousands

d. \longrightarrow 500,000e. \longrightarrow 505,055f. \longrightarrow 550,550

- 10** a. < b. > c. >
 d. > e. < f. <
 g. = h. = i. <
 j. = k. > l. >
 m. < n. = o. <
 p. < q. =
-

- 11** a. 87,632 , 23,678
 b. 864,321 , 123,468
 c. 97,210 , 10,279
 d. 653,210 , 102,356
 e. 87,400 , 40,078
 f. 975,310 , 103,579
 g. 975,421 , 124,579
 h. 973,110 , 101,379
-

- 12** a. **The order is :**
 9,372 , 11,493 , 98,505 , 132,567
 b. **The order is :**
 27,256 , 27,652 , 125,762 ,
 152,567
 c. **The order is :**
 8,339 , 83,986 , 83,987
 , 833,322 , 833,400
 d. **The order is :**
 93,259 , 96,547 , 932,599
 , 965,478 , 965,852
-

e. The order is :4,720 , 24,270 , 24,571
 , 724,072 , 724,172**f. The order is :**100,000 , 102,345 , 111,111
 , 987,654 , 999,999

- 13** a. **The order is :**
 103,002 , 23,001 , 21,300 , 3,201
 b. **The order is :**
 101,559 , 59,002 , 21,052 , 11,112
 c. **The order is :**
 773,550 , 637,961 , 618,765
 , 81,236 , 38,472
 d. **The order is :**
 914,231 , 914,230 , 12,606
 , 12,605 , 9,380
 e. **The order is :**
 500,007 , 500,000 , 100,000
 , 99,999 , 3,428
-

- 14** a. X b. ✓ c. ✓
 d. X e. X f. X
 g. X h. ✓
-

- 15** 99,999 , **716,012** , 50,214
 , **321,000** , **200,100**
-

- 16** 111,111 , 200,000 , **20,000**
 , **13,699** , **9,216**
-

- 17** 4
-

- 18** 93,210 (Answer may vary)

Exercise 7

- 1.** a. 4, 4 b. 2, 7
 c. 6, 3 d. 1, 5
 e. 5, 3 f. 4, 4

- 2.** a. 2 rows of 3

 b. 4 rows of 2

 c. 1 row of 6

 d. 1 column of 5

 e. 3 columns of 4

 f. 7 columns of 2

- 3.** a. 12 b. 10
 c. 14 d. 18

- 4.** a. 2, 5, 10 b. 7, 1, 7
 c. 5, 3, 15 d. 4, 3, 12
 e. 3, 5, 15 f. 6, 3, 18

- 5.** a. 4, 3, 12 b. 5, 3, 15
 c. 1, 5, 5 d. 6, 3, 18

- 6.** a. Repeated addition : $4 + 4 + 4 = 12$
 Skip counting : 4, 8, 12
 b. Repeated addition : $5 + 5 = 10$
 Skip counting : 5, 10

- c. Repeated addition : $1 + 1 + 1 = 3$
 Skip counting : 1, 2, 3
 d. Repeated addition : $3 + 3 = 6$
 Skip counting : 3, 6
 e. Repeated addition : $7 + 7 + 7 = 21$
 Skip counting : 7, 14, 21
 f. Repeated addition : $4 + 4 + 4 + 4 = 16$
 Skip counting : 4, 8, 12, 16

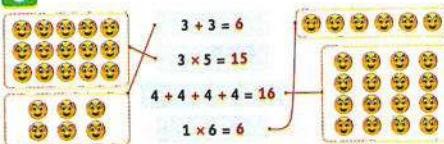
7. $5 + 5 + 5 + 5 = 20$

Exercise 8

- 1.** a. $2 + 2 + 2 + 2 + 2 = 10$, $5 \times 2 = 10$
 b. $4 + 4 = 8$, $2 \times 4 = 8$
 c. $3 + 3 + 3 = 9$, $3 \times 3 = 9$
 d. $5 + 5 + 5 + 5 = 20$, $4 \times 5 = 20$
 e. $4 + 4 + 4 + 4 + 4 + 4 = 24$, $6 \times 4 = 24$
 f. $6 + 6 + 6 + 6 + 6 = 30$, $5 \times 6 = 30$

- 2.** a. 2 rows of 5, $2 \times 5 = 10$
 b. 4 rows of 5, $4 \times 5 = 20$
 c. 3 rows of 6, $3 \times 6 = 18$
 d. 5 columns of 2, $5 \times 2 = 10$
 e. 2 columns of 4, $2 \times 4 = 8$
 f. 5 columns of 3, $5 \times 3 = 15$
 g. 4 columns of 3, $4 \times 3 = 12$
 h. 4 rows of 1, $4 \times 1 = 4$

- i. 3 columns of 4 , $3 \times 4 = 12$
 j. 3 rows of 3 , $3 \times 3 = 9$
 k. 5 rows of 4 , $5 \times 4 = 20$
 l. 6 columns of 4 , $6 \times 4 = 24$

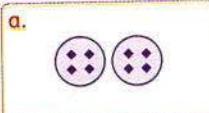
3

- 4** a. 4, 12 b. 3, 21
 c. 5, 20 d. 5, 5, 5, 5, 20
 e. 6, 3, 18 f. 4, 9, 36
 g. 6, 1, 6 h. 4, 8, 32
 i. 7, 7, 7, 7, 28 j. 9, 9, 18
 k. 2, 2, 2, 6
 l. 6, 6, 6, 6, 24
 m. 6, 18
 n. 5, 5, 5, 5, 5, 25
 o. 3, 24
 p. 5, 10

- 5** a. 5 b. 4×2
 c. 9 d. 3
 e. 7

6

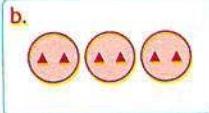
2 groups of 4



$$4 + 4 = 8$$

$$2 \times 4 = 8$$

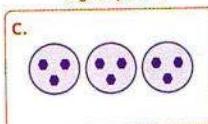
3 groups of 2



$$2 + 2 + 2 = 6$$

$$3 \times 2 = 6$$

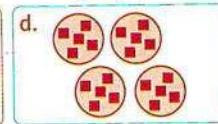
3 groups of 3



$$3 + 3 + 3 = 9$$

$$3 \times 3 = 9$$

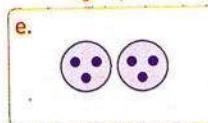
4 groups of 5



$$5 + 5 + 5 + 5 = 20$$

$$4 \times 5 = 20$$

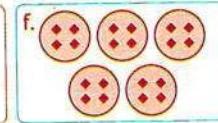
2 groups of 3



$$3 + 3 = 6$$

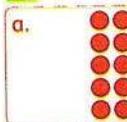
$$2 \times 3 = 6$$

5 groups of 4

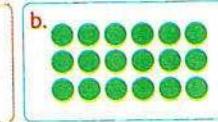


$$4 + 4 + 4 + 4 + 4 = 20$$

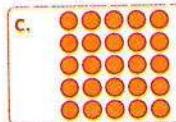
$$5 \times 4 = 20$$

7

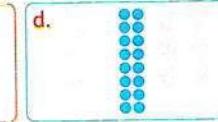
$$5 \times 2 = 10$$



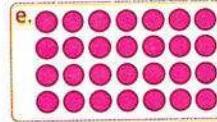
$$3 \times 6 = 18$$



$$5 \times 5 = 25$$



$$2 \times 8 = 16$$



$$4 \times 7 = 28$$

Exercise**9****1**

a. 5 rows of 3 columns

$$5 \times 3 = 15$$

3 rows of 5 columns

$$3 \times 5 = 15$$

$$5 \times 3 = 3 \times 5$$

Answers of Chapter 2

b. 3 rows of 6 columns 6 rows of 3 columns
 $3 \times 6 = 18$ $6 \times 3 = 18$
 $3 \times 6 = 6 \times 3$

2

a.

$$3 \times 4 = 4 \times 3 = 12$$

b.

$$6 \times 2 = 2 \times 6 = 12$$

c.

$$5 \times 3 = 3 \times 5 = 15$$

d.

$$1 \times 6 = 6 \times 1 = 6$$

3

b.

$$5 \times 2 = 10$$

c.

$$4 \times 5 = 20$$

4 2 rows of 4

b.

$$2 \times 4 = 8$$

So, $2 \times 4 = 4 \times 2 = 8$

c. 3 rows of 4

$$3 \times 4 = 12$$

So, $3 \times 4 = 4 \times 3 = 12$

d.

$$1 \times 5 = 5$$

So, $1 \times 5 = 5 \times 1 = 5$

5

a. 2 groups of 3

$$2 \times 3 = 6$$

3 groups of 2

$$3 \times 2 = 6$$

$$2 \times 3 = 3 \times 2$$

b. 6 groups of 4

$$6 \times 4 = 24$$

4 groups of 6

$$4 \times 6 = 24$$

$$6 \times 4 = 4 \times 6$$

6

a.

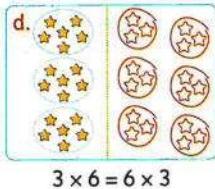
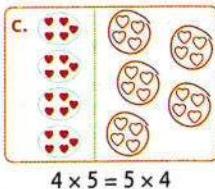
$$2 \times 3 = 3 \times 2$$

$$2 \times 3 = 3 \times 2$$

b.

$$3 \times 5 = 5 \times 3$$

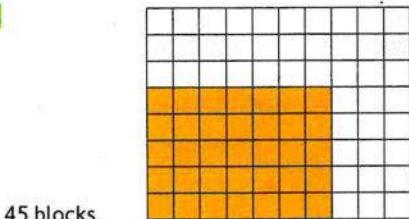
$$3 \times 5 = 5 \times 3$$



- 7**
- | | | |
|---------|---------|---------|
| a. 3 | b. 9 | c. 7 |
| d. 6 | e. 7 | f. 1, 4 |
| g. 4, 6 | h. 2, 3 | i. 4, 4 |
| j. 9, 9 | | |

- 8**
- | | | |
|------|------|------|
| a. ✓ | b. ✗ | c. ✓ |
| d. ✓ | e. ✗ | f. ✗ |

- 9**
- | | |
|----------------------|--------------|
| a. \longrightarrow | 4×3 |
| b. \longrightarrow | 5×2 |
| c. \longrightarrow | 3×5 |
| d. \longrightarrow | $5 + 0$ |

10



Answers of Chapter 3

Exercise 10

1 a. $\rightarrow 3 \times 5 = 15$

b. $\rightarrow 3 \times 2 = 6$

c. $\rightarrow 6 \times 2 = 12$

d. $\rightarrow 2 \times 5 = 10$

2 a. $2 \times 5 = 10$ pieces

b. $4 \times 5 = 20$ rolls

c. $6 \times 3 = 18$ cookies

d. $8 \times 3 = 24$ pencils

e. $2 \times 9 = 18$ hours

f. $4 \times 8 = 32$ oranges

g. $6 \times 4 = 24$ legs

h. $5 \times 7 = 35$ balls

$4 \times 7 = 28$ balls

Number of balls

$= 35 + 28 = 63$ balls

3 Answer may vary
based on your own
story

Sample answer :

Vera has 4 bags each bag has 5 toys.

How many toys are there in all ?

$4 \times 5 = 20$ toys

4 Ways of solving
may vary

Skip counting by 13 s

13 , 26 , 39 , 52 , 65 , 78 , 91

104 , 117 , 130 , 143 , 156

then, $12 \times 13 = 156$

Exercise 11

1

$2 \times 0 = 0$

$2 \times 1 = 2$

$2 \times 2 = 4$

$2 \times 3 = 6$

$2 \times 4 = 8$

$2 \times 5 = 10$

$2 \times 6 = 12$

$2 \times 7 = 14$

$2 \times 8 = 16$

$2 \times 9 = 18$

$2 \times 10 = 20$

$3 \times 0 = 0$

$3 \times 1 = 3$

$3 \times 2 = 6$

$3 \times 3 = 9$

$3 \times 4 = 12$

$3 \times 5 = 15$

$3 \times 6 = 18$

$3 \times 7 = 21$

$3 \times 8 = 24$

$3 \times 9 = 27$

$3 \times 10 = 30$

$4 \times 0 = 0$

$4 \times 1 = 4$

$4 \times 2 = 8$

$4 \times 3 = 12$

$4 \times 4 = 16$

$4 \times 5 = 20$

$4 \times 6 = 24$

$4 \times 7 = 28$

$4 \times 8 = 32$

$4 \times 9 = 36$

$4 \times 10 = 40$

$2 \times 7 = 14$

$2 \times 5 = 10$

$2 \times 2 = 4$

$2 \times 3 = 6$

$2 \times 9 = 18$

$2 \times 1 = 2$

$2 \times 4 = 8$

$2 \times 8 = 16$

$2 \times 6 = 12$

$2 \times 10 = 20$

$2 \times 0 = 0$

$$3 \times 5 = 15$$

$$3 \times 1 = 3$$

$$3 \times 7 = 21$$

$$3 \times 0 = 0$$

$$3 \times 9 = 27$$

$$3 \times 2 = 6$$

$$3 \times 10 = 30$$

$$3 \times 4 = 12$$

$$3 \times 6 = 18$$

$$3 \times 3 = 9$$

$$3 \times 8 = 24$$

$$4 \times 3 = 12$$

$$4 \times 9 = 36$$

$$4 \times 6 = 24$$

$$4 \times 1 = 4$$

$$4 \times 10 = 40$$

$$4 \times 0 = 0$$

$$4 \times 2 = 8$$

$$4 \times 7 = 28$$

$$4 \times 4 = 16$$

$$4 \times 8 = 32$$

$$4 \times 5 = 20$$

5 a. \rightarrow 5 + 5 b. \rightarrow 3 × 2

c. \rightarrow 6 + 3 d. \rightarrow 3 × 6

e. \rightarrow 6 × 2

6 a. 4 × 3, 2 × 6

b. 8 × 3, 4 × 6

c. 3 × 6, 9 × 2

d. 4 × 0, 0 × 3

7 a. 5 b. 10 c. 9 d. 6

e. 9 f. 9 g. 0 h. 2

i. 3 j. 4 k. 8 l. 7

m. 4 n. 8 o. 0 p. 1

8 a. > b. > c. > d. =

e. = f. > g. = h. <

i. < j. < k. = l. =

m. < n. = o. > p. <

q. = r. <

9 a. $4 \times 9 = 36$ L.E.

b. $3 \times 10 = 30$ flowers

c. $2 \times 8 = 16$ lions

10 a. 24, 32, 50, 44

b. 18, 33

c. 16, 12, 20

d. 2, 4, 6, 8, 10, 12, 14, 16, 18,
20, 22, 24, 26, 28, 30

e. 32, 34, 36, 38, 40, 42, 44,
46, 48, 50, 52, 54

2 a. 21 b. 8 c. 16 d. 24

e. 2 f. 15 g. 4 h. 12

i. 28 j. 12 k. 16 l. 15

m. 20 n. 40 o. 24 p. 32

q. 6 r. 14 s. 12 t. 18

u. 2 v. 10 w. 18 x. 30

y. 9 z. 6

3 a. 32 b. 20 c. 4 d. 27

e. 20 f. 8 g. 0 h. 18

i. 3 j. 3 k. 27 l. 8

m. 0 n. 14 o. 20

4 a. X b. ✓ c. ✓ d. X

e. X f. ✓ g. ✓ h. X

i. ✓ j. ✓ k. X l. ✓

m. ✓ n. X o. ✓ p. ✓

Answers of Chapter 3

f. 3, 6, 9, 12, 15, 18, 21, 24,
27, 30, 33, 36, 39

g. 42, 45, 48

h. 4, 8, 12, 16, 20, 24, 28, 32,
36, 40, 44, 48

i. 42, 48, 54 (Answers may vary)

j. 84, 90, 96

- | | | | |
|-----------|------|------|------|
| 11 | a. + | b. × | c. + |
| | d. + | e. × | f. + |

12 1, 2 and 3

$$7 \times 0 = 0$$

$$7 \times 1 = 7$$

$$7 \times 2 = 14$$

$$7 \times 3 = 21$$

$$7 \times 4 = 28$$

$$7 \times 5 = 35$$

$$7 \times 6 = 42$$

$$7 \times 7 = 49$$

$$7 \times 8 = 56$$

$$7 \times 9 = 63$$

$$7 \times 10 = 70$$

Exercise 12

1

$$5 \times 0 = 0$$

$$5 \times 1 = 5$$

$$5 \times 2 = 10$$

$$5 \times 3 = 15$$

$$5 \times 4 = 20$$

$$5 \times 5 = 25$$

$$5 \times 6 = 30$$

$$5 \times 7 = 35$$

$$5 \times 8 = 40$$

$$5 \times 9 = 45$$

$$5 \times 10 = 50$$

$$6 \times 0 = 0$$

$$6 \times 1 = 6$$

$$6 \times 2 = 12$$

$$6 \times 3 = 18$$

$$6 \times 4 = 24$$

$$6 \times 5 = 30$$

$$6 \times 6 = 36$$

$$6 \times 7 = 42$$

$$6 \times 8 = 48$$

$$6 \times 9 = 54$$

$$6 \times 10 = 60$$

2

$$5 \times 6 = 30$$

$$5 \times 2 = 10$$

$$5 \times 1 = 5$$

$$5 \times 8 = 40$$

$$5 \times 0 = 0$$

$$5 \times 3 = 15$$

$$5 \times 10 = 50$$

$$5 \times 7 = 35$$

$$5 \times 5 = 25$$

$$5 \times 4 = 20$$

$$5 \times 9 = 45$$

$$6 \times 4 = 24$$

$$6 \times 10 = 60$$

$$6 \times 0 = 0$$

$$6 \times 3 = 18$$

$$6 \times 1 = 6$$

$$6 \times 6 = 36$$

$$6 \times 5 = 30$$

$$6 \times 8 = 48$$

$$6 \times 2 = 12$$

$$6 \times 7 = 42$$

$$6 \times 9 = 54$$

$$7 \times 8 = 56$$

$$7 \times 1 = 7$$

$$7 \times 9 = 63$$

$$7 \times 0 = 0$$

$$7 \times 2 = 14$$

$$7 \times 10 = 70$$

$$7 \times 6 = 42$$

$$7 \times 3 = 21$$

$$7 \times 5 = 35$$

$$7 \times 4 = 28$$

$$7 \times 7 = 49$$

- 3** a. 49 b. 30 c. 24
 d. 21 e. 48 f. 70
 g. 30 h. 10 i. 40
 j. 20 k. 5 l. 45
 m. 28 n. 35 o. 36
 p. 42 q. 54 r. 56
 s. 35 t. 14 u. 25
 v. 0 w. 18 x. 42
 y. 63 z. 15

- 4** a. 50 b. 70 c. 10
 d. 25 e. 30 f. 15
 g. 56 h. 60 i. 35
 j. 42

- 5** a. < b. < c. <
 d. < e. > f. >
 g. > h. > i. >

j. <	k. <	l. =
m. <	n. <	o. >
p. >	q. >	r. <
s. =	t. <	u. <
v. =		

- 6** a. 3×10 b. 27
 c. 8×3 d. 35
 e. 0 f. $1 - 1$
 g. $40 + 5$ h. $3 + 10$
 i. 6×4 j. 6×8
 k. 5×8

- 7** a. \longrightarrow 2 b. \longrightarrow 1
 c. \longrightarrow 3 d. \longrightarrow 5
 e. \longrightarrow 4

- 8** a. ✓ b. ✗ c. ✓
 d. ✓ e. ✓ f. ✓
 g. ✓ h. ✗ i. ✗
 j. ✓ k. ✓ l. ✓

- 9** a. Yes b. Yes c. No
 d. Yes e. Yes f. No

- 10** a. $6 \times 2 = 12$ kg
 b. $8 \times 5 = 40$ pupils
 c. $7 \times 4 = 28$ pounds
 d. $5 \times 9 = 45$ oranges

- 11** a. 30, 60 and 90
 b. 35, 70 and 105

- 12** The number of multiples is 0

Exercise 13

1

$$8 \times 0 = 0$$

$$8 \times 1 = 8$$

$$8 \times 2 = 16$$

$$8 \times 3 = 24$$

$$8 \times 4 = 32$$

$$8 \times 5 = 40$$

$$8 \times 6 = 48$$

$$8 \times 7 = 56$$

$$8 \times 8 = 64$$

$$8 \times 9 = 72$$

$$8 \times 10 = 80$$

$$9 \times 0 = 0$$

$$9 \times 1 = 9$$

$$9 \times 2 = 18$$

$$9 \times 3 = 27$$

$$9 \times 4 = 36$$

$$9 \times 5 = 45$$

$$9 \times 6 = 54$$

$$9 \times 7 = 63$$

$$9 \times 8 = 72$$

$$9 \times 9 = 81$$

$$9 \times 10 = 90$$

2

$$8 \times 3 = 24$$

$$8 \times 5 = 40$$

$$8 \times 9 = 72$$

$$8 \times 0 = 0$$

$$8 \times 7 = 56$$

$$8 \times 2 = 16$$

$$8 \times 4 = 32$$

$$8 \times 6 = 48$$

$$8 \times 8 = 64$$

$$8 \times 1 = 8$$

$$8 \times 10 = 80$$

$$9 \times 8 = 72$$

$$9 \times 2 = 18$$

$$9 \times 6 = 54$$

$$9 \times 10 = 90$$

$$9 \times 4 = 36$$

$$9 \times 0 = 0$$

$$9 \times 7 = 63$$

$$9 \times 3 = 27$$

$$9 \times 9 = 81$$

$$9 \times 5 = 45$$

$$9 \times 1 = 9$$

$$10 \times 0 = 0$$

$$10 \times 3 = 30$$

$$10 \times 6 = 60$$

$$10 \times 9 = 90$$

$$10 \times 1 = 10$$

$$10 \times 4 = 40$$

$$10 \times 7 = 70$$

$$10 \times 5 = 50$$

$$10 \times 2 = 20$$

$$10 \times 8 = 80$$

$$10 \times 10 = 100$$

$$10 \times 0 = 0$$

$$10 \times 1 = 10$$

$$10 \times 2 = 20$$

$$10 \times 3 = 30$$

$$10 \times 4 = 40$$

$$10 \times 5 = 50$$

$$10 \times 6 = 60$$

$$10 \times 7 = 70$$

$$10 \times 8 = 80$$

$$10 \times 9 = 90$$

$$10 \times 10 = 100$$

- 3** a. 56 b. 54 c. 40
 d. 0 e. 45 f. 100
 g. 16 h. 81 i. 60
 j. 32 k. 9 l. 70
 m. 8 n. 72 o. 24
 p. 36 q. 64 r. 80
 s. 80 t. 63 u. 40
 v. 72 w. 48 x. 50
 y. 90 z. 30
-

- 4** a. 40 b. 100 c. 20
 d. 45 e. 40 f. 30
 g. 48 h. 63 i. 10
 j. 40 k. 90 l. 80
-

- 5** a. < b. < c. <
 d. < e. > f. =
 g. = h. > i. <
 j. = k. > l. <
 m. < n. > o. >
 p. < q. < r. =
 s. < t. > u. =
 v. < w. < x. =
 y. = z. <
-

- 6** a. 4×10 b. 43
 c. 6×10
 d. $10 + 10 + 10 + 10 + 10$
 e. 45 f. 2
 g. 0 h. 1 - 1

- i. 90 j. 0×12
 k. 3×10 l. 9×10
 m. 8×0
-

- 7** a. $\longrightarrow 4$ b. $\longrightarrow 3$
 c. $\longrightarrow 5$ d. $\longrightarrow 1$
 e. $\longrightarrow 2$
-

- 8** a. ✓ b. ✓ c. ✗
 d. ✗ e. ✓ f. ✓
 g. ✗ h. ✓ i. ✗
 j. ✗ k. ✗ l. ✗
 m. ✗ n. ✓
-

- 9** a. 70, 80 and 90
 b. 100, 110 and 120
 c. 10, 20 and 30
 (Answers may vary)
-

- 10** a. $8 \times 9 = 72$ pieces
 b. $10 \times 9 = 90$ pounds
 c. $8 \times 6 = 48$ carriages
-

- 11** No, the multiples of 10 its ones digit is 0

Review on the multiples

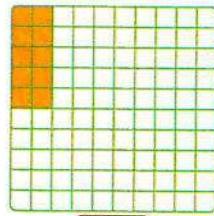
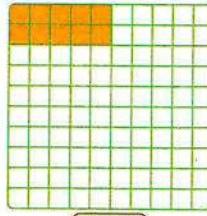
- | | | | |
|----------|--------|--------|-------|
| 1 | 1. 28 | 2. 45 | 3. 63 |
| | 4. 64 | 5. 24 | 6. 30 |
| | 7. 36 | 8. 48 | 9. 40 |
| | 10. 72 | 11. 24 | 12. 6 |

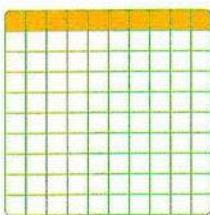
- | | | |
|--------|--------|--------|
| 13. 0 | 14. 48 | 15. 81 |
| 16. 35 | 17. 18 | 18. 56 |
| 19. 54 | 20. 30 | 21. 63 |
| 22. 42 | 23. 16 | 24. 50 |
| 25. 32 | 26. 45 | 27. 49 |
| 28. 90 | 29. 56 | 30. 54 |
| 31. 0 | 32. 35 | 33. 36 |
| 34. 72 | 35. 28 | 36. 3 |
| 37. 24 | 38. 21 | 39. 36 |
| 40. 25 | 41. 70 | 42. 30 |

- | | | |
|---------|--------|--------|
| 2 1. 72 | 2. 27 | 3. 63 |
| 4. 6 | 5. 28 | 6. 32 |
| 7. 36 | 8. 49 | 9. 30 |
| 10. 40 | 11. 50 | 12. 21 |
| 13. 35 | 14. 45 | 15. 54 |
| 16. 72 | 17. 63 | 18. 36 |
| 19. 0 | 20. 32 | 21. 70 |
| 22. 24 | 23. 80 | 24. 0 |
| 25. 20 | 26. 40 | 27. 18 |
| 28. 42 | 29. 24 | 30. 24 |
| 31. 54 | 32. 16 | 33. 35 |
| 34. 0 | 35. 30 | 36. 14 |
| 37. 56 | 38. 42 | 39. 81 |
| 40. 48 | 41. 36 | 42. 4 |

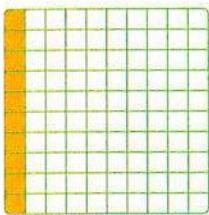
Exercise 14

- 1** a. $1 \times 16, 16 \times 1, 2 \times 8, 8 \times 2, 4 \times 4$
 Factors are : 1, 2, 4, 8 and 16
- b. $1 \times 12, 12 \times 1, 2 \times 6, 6 \times 2, 3 \times 4, 4 \times 3$
 Factors are : 1, 2, 3, 4, 6 and 12
- c. $1 \times 18, 18 \times 1, 2 \times 9, 9 \times 2, 3 \times 6, 6 \times 3$
 Factors are : 1, 2, 3, 6, 9 and 18
- d. $1 \times 20, 20 \times 1, 2 \times 10, 10 \times 2, 4 \times 5, 5 \times 4$
 Factors are : 1, 2, 4, 5, 10 and 20
- e. $1 \times 6, 6 \times 1, 2 \times 3, 3 \times 2$
 Factors are : 1, 2, 3 and 6
- f. $1 \times 15, 15 \times 1, 3 \times 5, 5 \times 3$
 Factors are : 1, 3, 5 and 15
- g. $1 \times 9, 9 \times 1, 3 \times 3$
 Factors are : 1, 3 and 9
- h. $1 \times 7, 7 \times 1$
 Factors are : 1 and 7

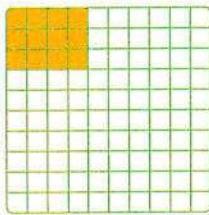
2a. **10**



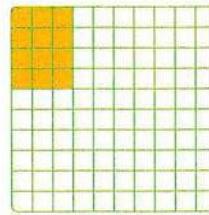
1 1×10



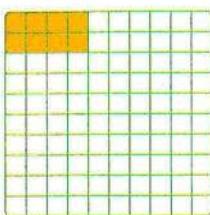
2 10×1



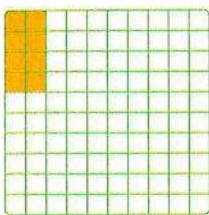
3 3×4



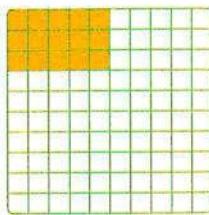
4 4×3

b. **8**

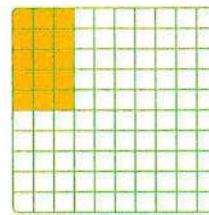
2 2×4



4 4×2

d. **15**

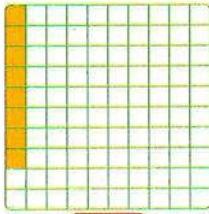
3 3×5



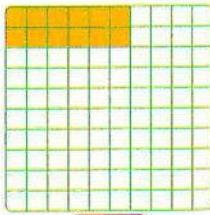
5 5×3



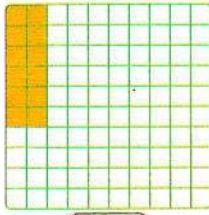
1 1×8



8 $\times 1$

c. **12**

2 2×6



6 $\times 2$

3 **a.** 4**d.** 6**g.** 5**b.** 2**e.** 2**h.** 6**c.** 4**f.** 6**4** **a.** $1 \times 14 = 14$

$2 \times 7 = 14$

$14 \times 1 = 14$

$7 \times 2 = 14$

b. $1 \times 15 = 15$

$3 \times 5 = 15$

$15 \times 1 = 15$

$5 \times 3 = 15$

c. $1 \times 21 = 21$

$3 \times 7 = 21$

$21 \times 1 = 21$

$7 \times 3 = 21$

d. $1 \times 16 = 16$

$4 \times 4 = 16$

$16 \times 1 = 16$

$8 \times 2 = 16$

$2 \times 8 = 16$

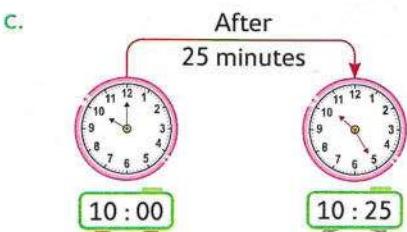
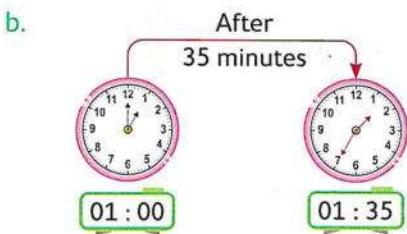
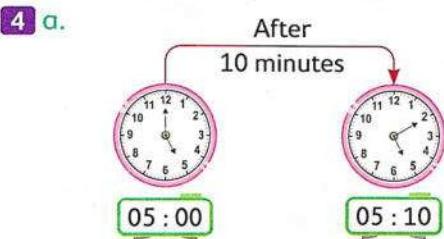
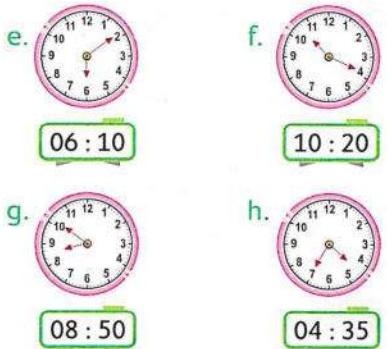
5 **a.** 1**b.** 2, 5, 7 (Answers may vary)

Exercise 15

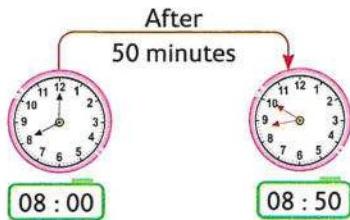
- 1 a. **04 : 55** b. **10 : 10**
 c. **05 : 40** d. **09 : 20**
 e. **10 : 05** f. **11 : 35**
 g. **04 : 30** h. **11 : 50**

- 2 a. **07 : 15**
 It's quarter past 7
 b. **02 : 30**
 It's half past 2
 c. **06 : 00**
 It's 6 o'clock
 d. **04 : 45**
 It's quarter to 5
 e. **09 : 15**
 It's quarter past 9
 f. **12 : 00**
 It's 12 o'clock

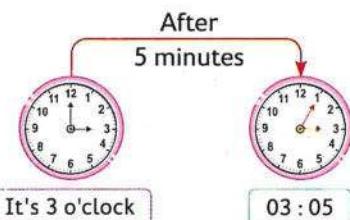
- 3 a. **09 : 05**
 b. **11 : 25**
 c. **03 : 40**
 d. **01 : 55**



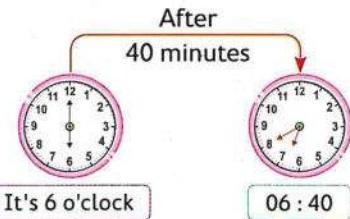
d.



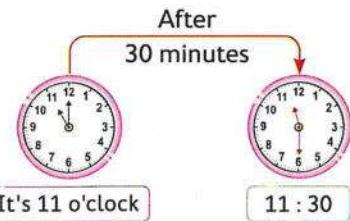
e.



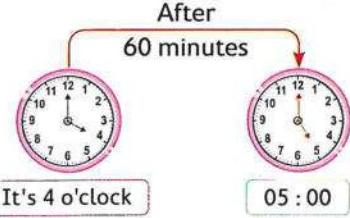
f.



g.



h.



5 a. 2

d. 1

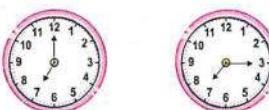
b. 5

c. 8

6 a.



b.



c.



d.



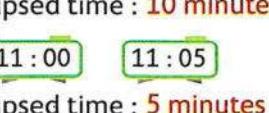
e.



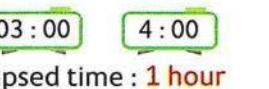
f.



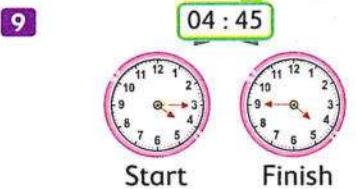
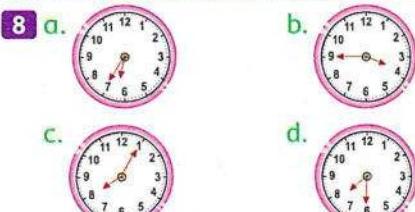
g.



h.

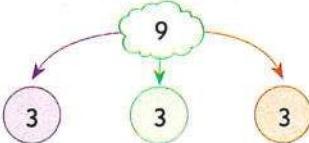


- 7 a. 45 b. 35 c. 30
 d. 20 e. 25

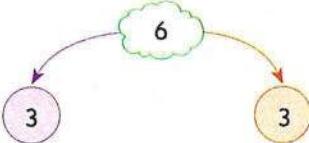


Exercise 16

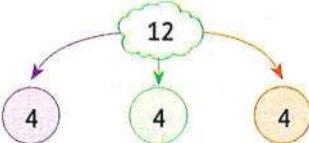
- 1 a. 3 ,



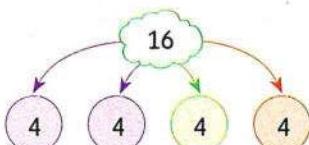
- b. 3 ,



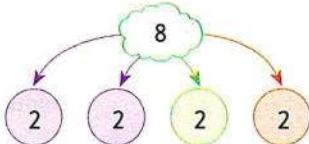
- c. 4 ,



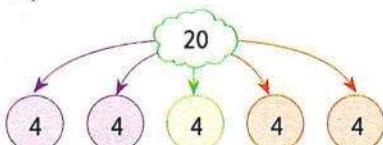
- d. 4 ,



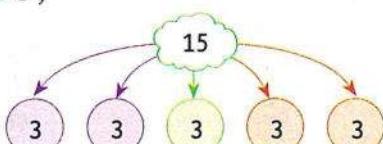
- e. 2 ,



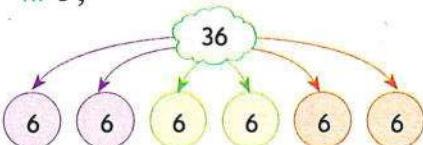
- f. 4 ,



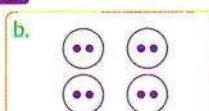
- g. 3 ,



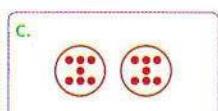
- h. 6 ,



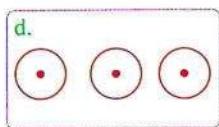
2



2 in each group.



7 in each group.



1 in each group.

- 3** a. 6 eggs in each plate.
b. 6 cats.
c. 7 stamps in each page.
d. 6 ibis e. 4 jackals
f. 4 rows. g. 5 crocodiles
h. 9 horses.
- 4** No, he can not divide 13 into 2 equal groups.

Exercise **17**

- 1** a. 4 b. 2 c. 5
d. 4 e. 8 f. 10
g. 4 h. 3 i. 6
j. 7 k. 4 l. 8
m. 9 n. 8 o. 1
p. 7 q. 7 r. 6
s. 1 t. 10 u. 4
v. 4 w. 4 x. 9
y. 7 z. 6

- 2** a. 8 b. 9 c. 9
d. 10 e. 3 f. 1
g. 7 h. 5 i. 2
j. 7

- 3** a. = b. < c. >
d. = e. > f. >
g. = h. <

- 4** a. ✓ b. ✗ c. ✗
d. ✓ e. ✗ f. ✓
g. ✓ h. ✗ i. ✗
j. ✗ k. ✓ l. ✗

- 5** a. 3, 3 b. 7, 7 c. 9, 9
d. 3, 3 e. 9, 9 f. 8, 8

- 6** a. 12 b. 30 c. 15
d. 4 e. 8 f. 9
g. 5 h. 7 i. 9

7 b. $2 \times 7 = 14$
 $7 \times 2 = 14$
 $14 \div 7 = 2$
 $14 \div 2 = 7$
c. $3 \times 9 = 27$
 $9 \times 3 = 27$
 $27 \div 3 = 9$
 $27 \div 9 = 3$
d. $4 \times 6 = 24$
 $6 \times 4 = 24$
 $24 \div 4 = 6$
 $24 \div 6 = 4$

8 a. $9 \times 4 = 36$
 $36 \div 4 = 9$
 $36 \div 9 = 4$

b. $5 \times 8 = 40$

$8 \times 5 = 40$

$40 \div 8 = 5$

c. $3 \times 6 = 18$

$18 \div 3 = 6$

$18 \div 6 = 3$

d. $8 \times 2 = 16$

$16 \div 2 = 8$

$16 \div 8 = 2$

e. $1 \times 13 = 13$

$13 \times 1 = 13$

$13 \div 13 = 1$

f. $2 \times 7 = 14$

$7 \times 2 = 14$

$14 \div 7 = 2$

9

a. $5 \times 6 = 30$

$6 \times 5 = 30$

$30 \div 5 = 6$

$30 \div 6 = 5$ ⑤



b. $4 \times 6 = 24$

$6 \times 4 = 24$

$24 \div 4 = 6$

$24 \div 6 = 4$ ⑥



c. $3 \times 8 = 24$

$8 \times 3 = 24$

$24 \div 3 = 8$

$24 \div 8 = 3$ ⑧



d. $3 \times 6 = 18$

$6 \times 3 = 18$

$18 \div 3 = 6$

$18 \div 6 = 3$ ③



e. $4 \times 7 = 28$

$7 \times 4 = 28$

$28 \div 4 = 7$

$28 \div 7 = 4$ ④



f. $2 \times 4 = 8$

$4 \times 2 = 8$

$8 \div 2 = 4$

$8 \div 4 = 2$ ②



g. $3 \times 7 = 21$

$7 \times 3 = 21$

$21 \div 3 = 7$

$21 \div 7 = 3$ ⑦



h. $3 \times 10 = 30$

$10 \times 3 = 30$

$30 \div 3 = 10$

$30 \div 10 = 3$ ③



10 a. $36 \div 6 = 6$

c. $24 \div 3 = 8$

11

a. (4) (9) (36)

$4 \times 9 = 36$

$9 \times 4 = 36$

$36 \div 4 = 9$

~~$36 \div 9 = 4$~~

b. (2) (5) (10)

$2 \times 5 = 10$

$5 \times 2 = 10$

$10 \div 2 = 5$

$10 \div 5 = 2$

Answers of Chapter 4

Exercise 18

- 1** a. ✓ b. ✓ c. ✓
 d. ✗ e. ✗ f. ✓
 g. ✗ h. ✗ i. ✓
 j. ✓ k. ✗ l. ✗
 m. ✗ n. ✓ o. ✗

2 Answers may vary.



- 3** a. → Octagon
 b. → Triangle
 c. → Parallelogram
 d. → Hexagon
 e. → Pentagon
 f. → Trapezium

- 4** a. Parallelogram b. Triangle
 c. Pentagon d. Rectangle
 e. Square f. Trapezium
 g. Hexagon h. Circle
 i. Rhombus

5

Shape	Name	Attributes		Polygon
		Sides	Vertices	
	Triangle	3	3	polygon
	Trapezium	4	4	polygon

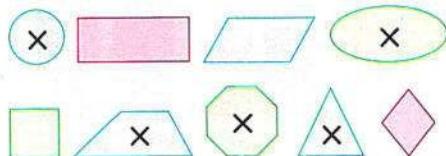
	Rectangle	4	4	polygon
	Pentagon	5	5	polygon
	Square	4	4	polygon
	Circle	0	0	not a polygon
	Hexagon	6	6	polygon
	Rhombus	4	4	polygon

- 6** a. ✗ b. ✓ c. ✗
 d. ✓ e. ✓ f. ✗
 g. ✓ h. ✓

- 7** a. 3,3 b. 8 c. 5,5
 d. 7 e. hexagon
 f. heptagon

Exercise 19

1



• Examples of parallelogram : rectangle , square , rhombus

- 2** a. Rectangle b. Rhombus
 c. Square d. Trapezium
 e. Parallelogram f. Trapezium

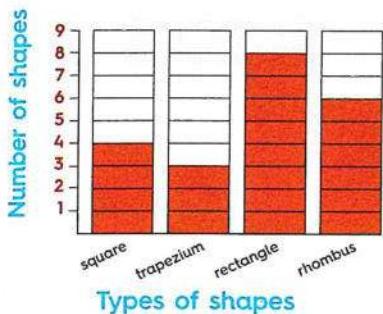
- 3 a. 4 b. 2
 c. 4 d. 4
 e. 1 f. 4

- 4 a. trapezium
 b. quadrilateral
 c. square
 d. rhombus
 e. rectangle

- 5 a. ✓ b. ✗ c. ✓
 d. ✗ e. ✓ f. ✗
 g. ✗ h. ✓ i. ✓
 j. ✓

6

Quadrilateral graph



- a. Rectangle
 b. Trapezium
 c. 18

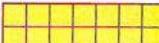
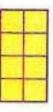
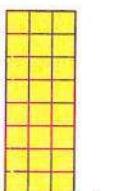
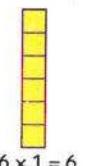
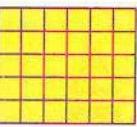
Exercise 20

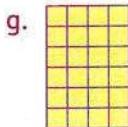
First : Exercise on calculating area

- 1 a. 9 b. 10 c. 14
 d. 11 e. 14 f. 10
 g. 30 h. 21 i. 14
 j. $2 \times 5 = 10$
 k. $3 \times 4 = 12$
 l. $3 \times 6 = 18$

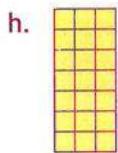
- 2 a. 20 b. 18 c. 25
 d. 21 e. 21 f. 7
 g. 70 h. 32 i. 40

- 3 a. $7 \times 6 = 42$
 b. $9 \times 8 = 72$
 c. $4 \times 5 = 20$
 d. $7 \times 10 = 70$

- 4 a. 
 b. 
 c. 
 d. 
 e. 
 f. 

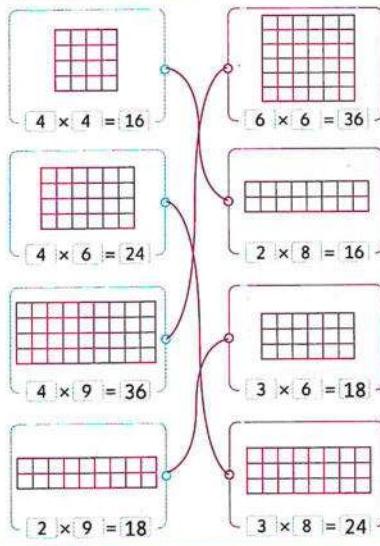


$$6 \times 4 = 24$$



$$7 \times 3 = 21$$

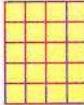
Second : Exercise on equal areas

1

2 a. 2 units, 3 units.


$$\text{The area} = 2 \times 3 = 6 \text{ square units.}$$

b. 3 units, 4 units.


$$\text{The area} = 3 \times 4 = 12 \text{ square units.}$$

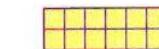
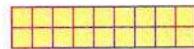
c. 4 units, 5 units.


$$\text{The area} = 4 \times 5 = 20 \text{ square units.}$$

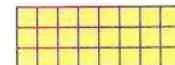
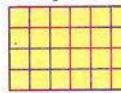
3 a. 12 square units


$$4 \times 3 = 12 \text{ square units. } 2 \times 6 = 12 \text{ square units.}$$

Answers may vary


b. 18 square units


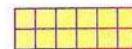
$$6 \times 3 = 18 \text{ square units. } 2 \times 9 = 18 \text{ square units.}$$

c. 24 square units


$$4 \times 6 = 24 \text{ square units. } 3 \times 8 = 24 \text{ square units.}$$

4


$$3 \times 4 = 12$$



$$2 \times 6 = 12$$

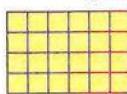
Yes, they have the same area.

5


$$8 \times 3 = 24$$

$$3 \times 8 = 24$$

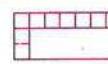
Answers may vary



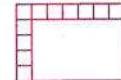
$$4 \times 6 = 24$$

$$6 \times 4 = 24$$

Third : Exercise on area using dimension

1
a.


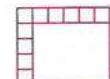
$$\begin{aligned} \text{Area} &= \frac{3}{\text{rows}} \times \frac{7}{\text{columns}} \\ &= 21 \text{ square units} \end{aligned}$$

b.


$$\begin{aligned} \text{Area} &= \frac{5}{\text{rows}} \times \frac{7}{\text{columns}} \\ &= 35 \text{ square units} \end{aligned}$$

c.


$$\begin{aligned} \text{Area} &= \frac{4}{\text{rows}} \times \frac{3}{\text{columns}} \\ &= 12 \text{ square units} \end{aligned}$$

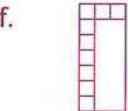
d.


$$\begin{aligned} \text{Area} &= \frac{5}{\text{rows}} \times \frac{6}{\text{columns}} \\ &= 30 \text{ square units} \end{aligned}$$

Answers of Chapter 4



$$\text{Area} = \frac{4}{\text{rows}} \times \frac{4}{\text{columns}} = 16 \text{ square units}$$

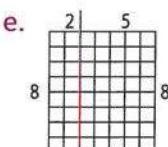
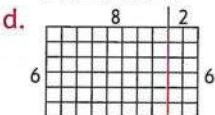
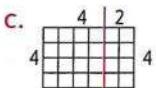
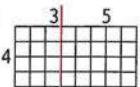


$$\text{Area} = \frac{7}{\text{rows}} \times \frac{3}{\text{columns}} = 21 \text{ square units}$$

2 $3 \times 6 = 18 \text{ square cm}$

Exercise 21

1



2

a. $8 \times 7 = (8 \times 5) + (8 \times 2)$

b. $6 \times 9 = (6 \times 5) + (6 \times 4)$

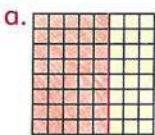
c. $7 \times 10 = (7 \times 7) + (7 \times 3)$

d. $9 \times 8 = (9 \times 4) + (9 \times 4)$

e. $5 \times 11 = (5 \times 1) + (5 \times 10)$

f. $4 \times 7 = (4 \times 6) + (4 \times 1)$

3

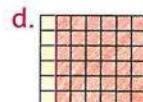


$8 \times 8 = (8 \times 5) + (8 \times 3)$

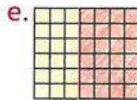
$7 \times 9 = (7 \times 2) + (7 \times 7)$



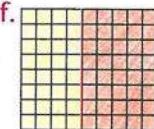
$$5 \times 6 = (5 \times 4) + (5 \times 2)$$



$$6 \times 7 = (6 \times 1) + (6 \times 6)$$



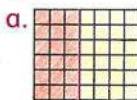
$$6 \times 7 = (6 \times 3) + (6 \times 4)$$



$$8 \times 9 = (8 \times 4) + (8 \times 5)$$

4

Answers may vary



$$6 \times 3 = 18$$

$$6 \times 4 = 24$$

$$18 + 24 = 42$$



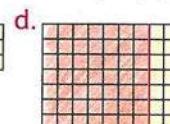
$$5 \times 6 = 30$$

$$5 \times 4 = 20$$

$$30 + 20 = 50$$

$$6 \times 7 = 42$$

$$6 \times 7 = (6 \times 3) + (6 \times 4)$$



$$3 \times 8 = 24$$

$$3 \times 5 = 15$$

$$24 + 15 = 39$$

$$7 \times 7 = 49$$

$$7 \times 2 = 14$$

$$49 + 14 = 63$$

$$3 \times 13 = 39$$

$$3 \times 13 = (3 \times 8) + (3 \times 5)$$

$$7 \times 9 = 63$$

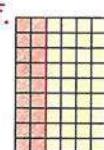
$$7 \times 9 = (7 \times 7) + (7 \times 2)$$



$$8 \times 1 = 8$$

$$8 \times 1 = 8$$

$$8 + 8 = 16$$



$$9 \times 2 = 18$$

$$9 \times 4 = 36$$

$$18 + 36 = 54$$

$$8 \times 2 = 16$$

$$8 \times 2 = (8 \times 1) + (8 \times 1)$$

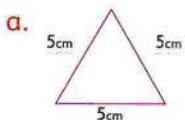
$$9 \times 6 = 54$$

$$9 \times 6 = (9 \times 2) + (9 \times 4)$$

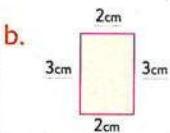
Answers of Chapter 5

Exercise 22

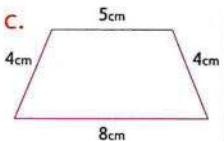
1



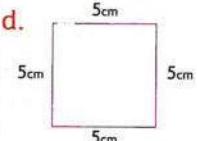
$$\text{Perimeter} = 5 + 5 + 5 \\ = 15 \text{ cm}$$



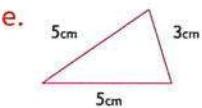
$$\text{Perimeter} = 2 + 3 + 2 + 3 \\ = 10 \text{ cm}$$



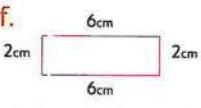
$$\text{Perimeter} = 5 + 4 + 8 + 4 \\ = 21 \text{ cm}$$



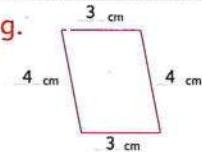
$$\text{Perimeter} = 5 + 5 + 5 + 5 \\ = 20 \text{ cm}$$



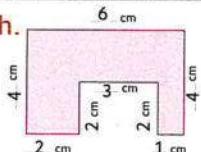
$$\text{Perimeter} = 3 + 5 + 5 \\ = 13 \text{ cm}$$



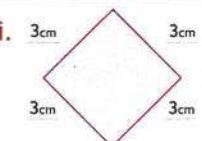
$$\text{Perimeter} = 6 + 2 + 6 + 2 \\ = 16 \text{ cm}$$



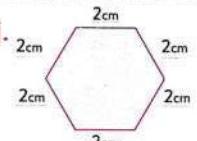
$$\text{Perimeter} = 3 + 4 + 3 + 4 \\ = 14 \text{ cm}$$



$$\text{Perimeter} = 6 + 4 + 1 + 2 \\ + 3 + 2 + 2 + 4 = 24 \text{ cm}$$



$$\text{Perimeter} = 3 + 3 + 3 + 3 \\ = 12 \text{ cm}$$



$$\text{Perimeter} = 2 + 2 + 2 + 2 \\ + 2 + 2 = 12 \text{ cm}$$

2 a. Perimeter = 20 cm

Area = 21 square centimeters

b. Perimeter = 14 cm

Area = 6 square centimeters

c. Perimeter = 12 cm

Area = 8 square centimeters

d. Perimeter = 12 cm

Area = 9 square centimeters

e. Perimeter = 16 cm

Area = 12 square centimeters

f. Perimeter = 14 cm

Area = 9 square centimeters

g. Perimeter = 18 cm

Area = 8 square centimeters

h. Perimeter = 20 cm

Area = 10 square centimeters

i. Perimeter = 20 cm

Area = 16 square centimeters

j. Perimeter = 22 cm

Area = 14 square centimeters

k. Perimeter = 16 cm

Area = 12 square centimeters

l. Perimeter = 20 cm

Area = 13 square centimeters

3 a. Perimeter = 14 meters

Area = 12 square meters

b. Perimeter = 16 meters

Area = 15 square meters

c. Perimeter = 22 meters

Area = 28 square meters

- d. Perimeter = 24 meters
Area = 27 square meters
- e. Perimeter = 26 meters
Area = 30 square meters
- f. Perimeter = 18 meters
Area = 20 square meters
- g. 120 meters
- h. 132 square meters

4 a. 48

b. 48

c. No, the area of the warehouse
 $= 2 \times 6 = 12$ square meters

The area of the garden $= 2 \times 7$
 $= 14$ square meters

d. Yes, the perimeter of the parking $= 2 + 6 + 2 + 6$
 $= 16$ meters

The perimeter of the swimming pool $= 2 + 6 + 2 + 6$
 $= 16$ meters

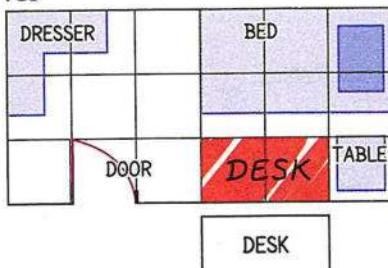
5

Region	Perimeter in centimeters	Area in square centimeters
Red	18	18
Green	20	25
Blue	12	8
Yellow	22	18

a. Green

b. Blue, Red, Green, Yellow

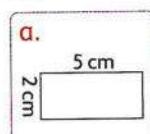
6 Yes



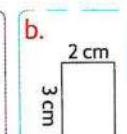
Exercise 23

- 1 a. Area $= 3 \times 4$
 $= 12$ square centimeters
- b. Area $= 5 \times 5$
 $= 25$ square centimeters
- c. Area $= 3 \times 7$
 $= 21$ square centimeters
- d. Area $= 2 \times 6$
 $= 12$ square centimeters
- e. Area $= 4 \times 4$
 $= 16$ square centimeters
- f. Area $= 5 \times 6$
 $= 30$ square centimeters

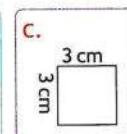
2



$$\text{Area} = 5 \times 2 \\ = 10 \text{ square centimeters}$$



$$\text{Area} = 2 \times 3 \\ = 6 \text{ square centimeters}$$

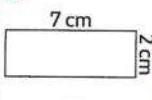


$$\text{Area} = 3 \times 3 \\ = 9 \text{ square centimeters}$$

Answers of Chapter 5

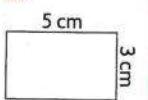
3

a.



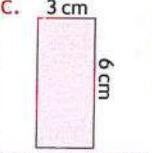
$$\begin{aligned} \text{Area} &= 7 \times 2 \\ &= 14 \text{ square centimeters} \end{aligned}$$

b.



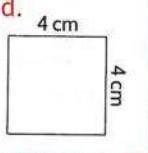
$$\begin{aligned} \text{Area} &= 5 \times 3 \\ &= 15 \text{ square centimeters} \end{aligned}$$

c.



$$\begin{aligned} \text{Area} &= 3 \times 6 \\ &= 18 \text{ square centimeters} \end{aligned}$$

d.



$$\begin{aligned} \text{Area} &= 4 \times 4 \\ &= 16 \text{ square centimeters} \end{aligned}$$

b.

Way ①

Count all square units in the array

$$\begin{aligned} \text{Area} &= 10 \text{ square centimeters} \end{aligned}$$

Way ②

$$5 + 5 = 10$$

$$\begin{aligned} \text{Area} &= 10 \text{ square centimeters} \end{aligned}$$

c.

Way ①

Split the array

$$\begin{aligned} 6 \times 3 &= (6 \times 1) + (6 \times 2) \\ &= 6 + 12 = 18 \end{aligned}$$

$$\begin{aligned} \text{Area} &= 18 \text{ square units} \end{aligned}$$

Way ②

Formula of area of a rectangle

$$6 \times 3 = 18$$

$$\begin{aligned} \text{Area} &= 18 \text{ square units} \end{aligned}$$

d.

Way ①

Split the array

$$\begin{aligned} 5 \times 4 &= (5 \times 2) + (5 \times 2) \\ &= 10 + 10 = 20 \end{aligned}$$

$$\begin{aligned} \text{Area} &= 20 \text{ square centimeters} \end{aligned}$$

Way ②

Formula of area of a rectangle

$$5 \times 4 = 20$$

$$\begin{aligned} \text{Area} &= 20 \text{ square centimeters} \end{aligned}$$

e.

Way ①

Split the array

$$\begin{aligned} 3 \times 5 &= (3 \times 3) + (3 \times 2) \\ &= 9 + 6 = 15 \end{aligned}$$

$$\begin{aligned} \text{Area} &= 15 \text{ square centimeters} \end{aligned}$$

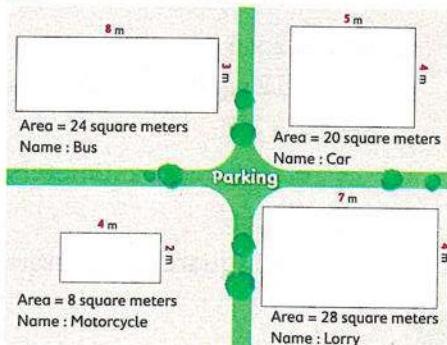
Way ②

Formula of area of a rectangle

$$3 \times 5 = 15$$

$$\begin{aligned} \text{Area} &= 15 \text{ square centimeters} \end{aligned}$$

4



5

Answers may vary

a. Way ①

Split the array

$$7 \times 9 = (7 \times 5) + (7 \times 4)$$

$$= 35 + 28 = 63$$

$$\begin{aligned} \text{Area} &= 63 \text{ square units} \end{aligned}$$

Way ②

Formula of area of a rectangle

$$7 \times 9 = 63$$

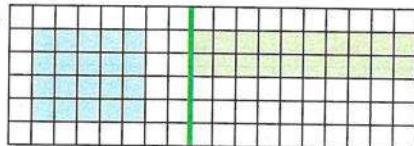
$$\begin{aligned} \text{Area} &= 63 \text{ square units} \end{aligned}$$

$$\begin{aligned} \text{6 Area} &= 50 \times 10 \\ &= 500 \text{ square meters} \end{aligned}$$

Exercise 24

1

Answers may vary

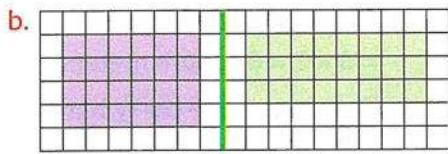


$$\begin{aligned} \text{Area} &= 20 \text{ square units.} \end{aligned}$$

$$\begin{aligned} \text{Perimeter} &= 18 \text{ length units.} \end{aligned}$$

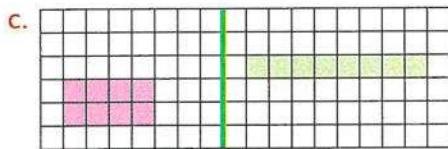
$$\begin{aligned} \text{Area} &= 20 \text{ square units.} \end{aligned}$$

$$\begin{aligned} \text{Perimeter} &= 24 \text{ length units.} \end{aligned}$$



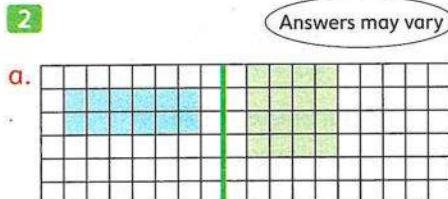
Area = 24 square units.
Perimeter = 20 length units.

Area = 24 square units.
Perimeter = 22 length units.



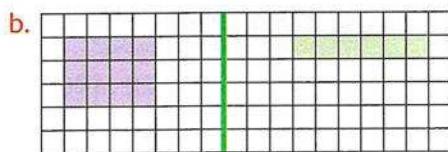
Area = 8 square units.
Perimeter = 12 length units.

Area = 8 square units.
Perimeter = 18 length units.



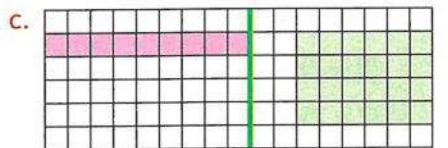
Area = 12 square units.
Perimeter = 16 length units.

Area = 16 square units.
Perimeter = 16 length units.



Area = 12 square units.
Perimeter = 14 length units.

Area = 6 square units.
Perimeter = 14 length units.



Area = 9 square units.
Perimeter = 20 length units.

Area = 24 square units.
Perimeter = 20 length units.

3

Draw a rectangle
with dimensions
3 cm and 2 cm

Side lengths are 2 cm, 3 cm
Perimeter = 10 centimeters

Draw a rectangle
with dimensions
6 cm and 1 cm

Side lengths are 1 cm, 6 cm
Perimeter = 14 centimeters

The perimeter of the second rectangle is greater.

4

Answer may vary

Draw a rectangle
with dimensions
6 cm and 4 cm

Side lengths are 4 cm, 6 cm
Area = 24 square cm

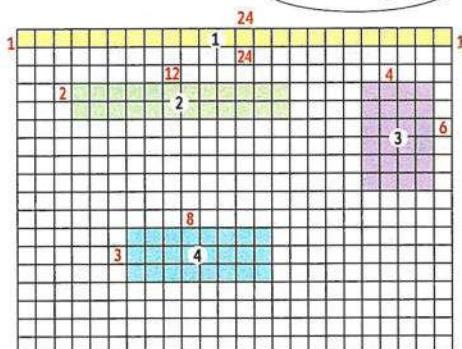
Draw a rectangle
with dimensions
7 cm and 3 cm

Side lengths are 7 cm, 3 cm
Area = 21 square cm

The area of first rectangle is greater.

5

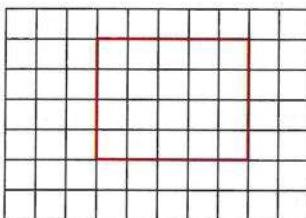
Answers may vary





	Width (length units)	Length (length units)	Area (square units)	Perimeter (length units)
Rectangle ①	1	24	24	50
Rectangle ②	2	12	24	28
Rectangle ③	4	6	24	20
Rectangle ④	8	3	24	22

6 4 cm , 5 cm



Exercise 25

- 1** a. The area of the pen
 $= 3 \times 2 = 6$ square meters
- b. The number of tiles
 $= 7 \times 6 = 42$ tiles.
- c. The perimeter
 $= 20 + 12 + 20 + 12 = 64$ cm
- d. The length of the fence
 $= 8 + 3 + 8 + 3 = 22$ meters.

- e. The area of the rug
 $= 3 \times 2 = 6$ square meters
- f. The area of the party banner
 $= 7 \times 2 = 14$ square meters
- g. The length of the border
 $= 45 + 45 + 45 + 45 = 180$ centimeters.
- h. The area of the wall
 $= 6 \times 3 = 18$ square meters
- i. False.

2 The perimeter of Kareem's school playground
 $= 75 + 40 + 75 + 40 = 230$ m

The perimeter of Ali's school playground
 $= 90 + 30 + 90 + 30 = 240$ m

Ali jogged longer.

Exercise 26

- 1** a. 12 , 120 b. 10 , 100
 c. 18 , 180 d. 28 , 280
 e. 24 , 240

- 2** a. $(4 \times 5) \times 10 = 20 \times 10 = 200$
 b. $(8 \times 2) \times 10 = 16 \times 10 = 160$
 c. $(7 \times 7) \times 10 = 49 \times 10 = 490$
 d. $(9 \times 9) \times 10 = 81 \times 10 = 810$
 e. $(3 \times 6) \times 10 = 18 \times 10 = 180$

f. $(4 \times 9) \times 10 = 36 \times 10 = 360$

g. $(6 \times 2) \times 10 = 12 \times 10 = 120$

h. $(7 \times 4) \times 10 = 28 \times 10 = 280$

- 3** a. 150 b. 120 c. 320
 d. 100 e. 160 f. 210
 g. 540 h. 280 i. 160
 j. 720 k. 180 l. 560
 m. 180 n. 250 o. 100

- 4** a. 210 b. 4 c. 150
 d. 7 e. 0 f. 320
 g. 40 h. 80

5 a. 60

d. 560

g. 2

j. 7

m. 50

p. 5

6 600

b. 200

e. 2

h. 2

k. 3

n. 2

q. 90

c. 450

f. 7

i. 3

l. 1

o. 30

r. 3

Answers of Chapter 6

Exercise 27

- 1 a. 30,300,3,000
b. 6,60,600,6,000
c. 24,240,2,400,24,000
d. 28,280,2,800,28,000
e. 30,300,3,000,30,000
f. 35,350,3,500,35,000

- 2 a. $(3 \times 9) \times 10 = 270$
b. $(4 \times 8) \times 10 = 320$
c. $(9 \times 2) \times 10 = 180$
d. $(6 \times 3) \times 10 = 180$
e. $(8 \times 5) \times 10 = 400$
f. $(7 \times 3) \times 10 = 210$
g. $(6 \times 7) \times 10 = 420$
h. $(5 \times 4) \times 10 = 200$

- 3 a. 120 b. 100 c. 240
d. 210 e. 250 f. 320
g. 4,200 h. 2,700 i. 500
j. 600 k. 20,000
l. 18,000 m. 18,000
n. 40,000 o. 56,000

- 4 a. \rightarrow 80
b. \rightarrow 180
c. \rightarrow 350
d. \rightarrow 240

- 5 a. 50 b. 7 c. 9
d. 2 e. 4 f. 3,000
g. 200 h. 4,000

- 6 a. $3 \times 40 = 120$
b. $4 \times 60 = 240$
c. $5 \times 30 = 150$
d. $3 \times 40 = 120$ pounds.
e. $4 \times 60 = 240$ kilograms.

7 Yes, he is correct.

$$\begin{aligned}6 \times 60 &= (6 \times 6) \times 10 \\&= 36 \times 10 = 360\end{aligned}$$

Exercise 28

- 1 a. 27 b. 18 c. 54 d. 36
e. 45 f. 72 g. 9 h. 0
i. 63 j. 90

- 2 a. \longrightarrow 63
b. \longrightarrow 9 \times 8
c. \longrightarrow 36
d. \longrightarrow 9 \times 5

- 3 a. 90 b. 45,54
c. 63,72 d. 36,45
e. 18,9 f. 27,36

- 4 a. 4 b. 9 c. 2 d. 3
e. 1 f. 6 g. 8 h. 7
i. 0 j. 5 k. 10 l. 3

- 5** a. 180 b. 450
 c. 2,700 d. 5,400
 e. 36,000 f. 72,000

- 6** a. = b. > c. 6 d. 3
 e. 50 f. 54 g. 9

Exercise 29

- 1** a. $\longrightarrow 4 \times 1$ b. $\longrightarrow 4 \times 3$
 c. $\longrightarrow 2 \times 0$ d. $\longrightarrow 4 + 3$
 e. $\longrightarrow 2 \times 4$

- 2** a. 5 b. 6 c. 72 d. 4
 e. 10 f. 0 g. 15 h. 24
 i. 11 j. 12 k. 20 l. 0
 m. 15 n. 8 o. 40 p. 10
 q. 20 r. 11 s. 1 t. 14
 u. 7 v. 81 w. 0 x. 10
 y. 9 z. 2

- 3** a. Multiply
 What Amgad paid =
 $3 \times 5 = 15$ pounds
 b. Add
 The number of books =
 $4 + 5 = 9$ books
 c. Multiply
 The number of pencils =
 $5 \times 6 = 30$ pencils

- 4** a. 7 b. 0 c. 1
 d. 1 e. 1 f. 9
 g. 6 h. 7 i. 8
 j. 0 k. 1 l. 12

- 5** a. 0 b. 1 c. 2 d. 3
 e. 5 f. 1 g. 0 h. 12
 i. 7 j. 2 k. 9

- 6** a. + b. \times c. + d. +
 e. \times f. \times

Exercise 30

- 1** a. $3,000 + 500 + 9$
 b. 321,931 c. 6,000 ,Thousands
 d. 56,342 e. 4 ,3 ,2 ,7
 f. Ten thousands
 g. Hundred thousands , 100,000

- 2** a. 3,000 b. 106,725
 c. Ten thousands
 d. 531,074 e. 74,005
 f. 352,950 g. Thousands

- 3** a. 30 b. 20 c. 4
 d. 60 e. 200,000 f. 10

- 4** a. < b. > c. < d. =
 e. > f. > g. < h. >
 i. = j. <

- 5** a. The order is : 5,021 , 5,102 ,
 5,201 , 5,210
 b. The order is : 5,099 , 55,318 ,
 55,418 , 505,720 , 550,941

- 6** a. 409,009, 30,199, 4,099,
3,109, 499
b. The order is : 248,672, 248,671
, 15,378, 15,368, 9,725

- 7** a. 70,000 *Answers may vary*
b. $800,000 + 30,000 + 5,000$
 $+ 400 + 60 + 9$
c. fifty-eight thousand,
seventy-two
d. hundred thousands
e. 3,000 hundreds or 30,000 tens
f. < g. > h. 80 thousands
i. 5,101, 10,050, 50,011,
501,001, 510,001

8 324, 0 65, 19 0, 654

Exercise 31

- 1** a. $300 + 20 + 8$
 $400 + 60 + 1$
 $700 + 80 + 9 = 789$

b. $100 + 40 + 2$
 $300 + 20 + 5$
 $400 + 60 + 7 = 467$

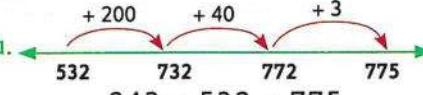
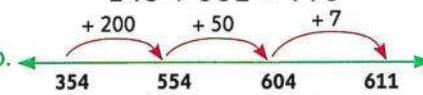
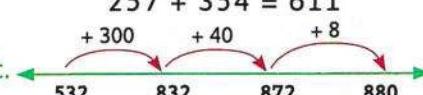
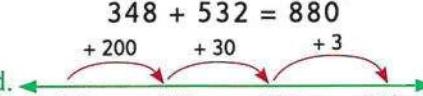
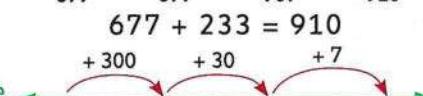
c. $600 + 10 + 5$
 $300 + 20 + 4$
 $900 + 30 + 9 = 939$

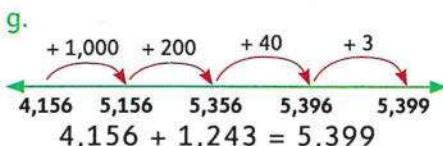
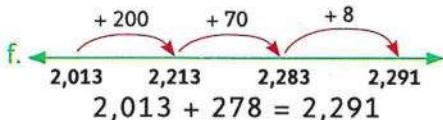
- d.** $400 + 80 + 3$
 $200 + 1$
 $600 + 80 + 4 = 684$

e. $800 + 20 + 3$
 $200 + 60 + 2$
 $1,000 + 80 + 5 = 1,085$

f. $3,000 + 100 + 20 + 5$
 $4,000 + 500 + 10 + 9$
 $7,000 + 600 + 30 + 14 = 7,644$

g. $7,000 + 200 + 10$
 $2,000 + 300 + 20 + 5$
 $9,000 + 500 + 30 + 5 = 9,535$

- 2**
- a. 
 $243 + 532 = 775$
- b. 
 $257 + 354 = 611$
- c. 
 $348 + 532 = 880$
- d. 
 $677 + 233 = 910$
- e. 
 $865 + 337 = 1,202$



- 3**
- | | | |
|----------|-----------|----------|
| a. 755 | b. 750 | c. 946 |
| d. 913 | e. 645 | f. 906 |
| g. 201 | h. 716 | i. 7,521 |
| j. 5,623 | k. 8,892 | l. 7,713 |
| m. 775 | n. 791 | o. 100 |
| p. 642 | q. 8,881 | r. 5,852 |
| s. 6,200 | t. 11,593 | u. 692 |
| v. 5,723 | | |

4

(Strategies may vary)

a. First strategy :

$$100 + 20 + 7$$

$$400 + 20 + 6$$

$$500 + 40 + 13 = 553$$

Second strategy :

(1)

1 2 7

(+) 4 2 6

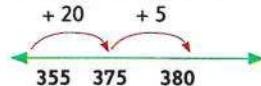
5 5 3

b. First strategy :

$$300 + 50 + 5$$

$$20 + 5$$

$$300 + 70 + 10 = 380$$

Second strategy :

$$355 + 25 = 380$$

c. First strategy :

1

4 2 9

+ 1 5 2

5 8 1

Second strategy :

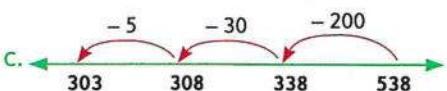
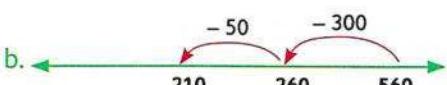
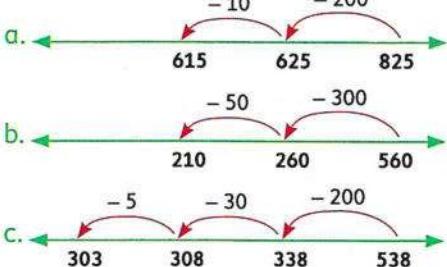
$$400 + 20 + 9$$

$$100 + 50 + 2$$

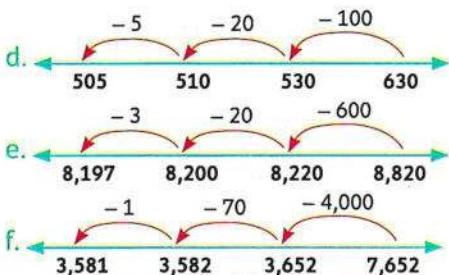
$$500 + 70 + 11 = 581$$

5

a. $439 + 116 = 555$
b. $328 + 149 = 477$
c. $410 + 175 = 585$
d. $338 + 354 = 692$
e. $509 + 487 = 996$
f. $408 + 522 = 930$

Exercise**32****1**

Answers of Chapter 6



- 2**
- | | | |
|----------|----------|----------|
| a. 249 | b. 307 | c. 415 |
| d. 118 | e. 128 | f. 268 |
| g. 80 | h. 433 | i. 2,106 |
| j. 2,180 | k. 1,419 | l. 8,292 |
| m. 259 | n. 518 | o. 330 |
| p. 315 | q. 2,233 | r. 504 |
| s. 1,325 | t. 8,391 | u. 3,381 |
| v. 5,493 | | |

3 a. First strategy :

$\begin{array}{r} 4 \quad 11 \\ \textcircled{1} \quad \textcircled{6} \textcolor{red}{5} \textcolor{red}{1} \\ - \quad 1 \quad 2 \quad 3 \\ \hline 5 \quad 2 \quad 8 \end{array}$
Strategies may vary

Second strategy :

$$\begin{aligned}
 123 &= 100 + 20 + 3 \\
 651 - 100 &= 551 \\
 551 - 20 &\leftarrow 531 \\
 531 - 3 &\leftarrow 528 \\
 &\quad \swarrow -3 \quad \swarrow -20 \quad \swarrow -100 \\
 528 && 531 && 551 && 651
 \end{aligned}$$

b. First strategy :

$$\begin{aligned}
 206 &= 200 + 6 \\
 735 - 200 &= 535 \\
 535 - 6 &= 529 \\
 &\quad \swarrow -6 \quad \swarrow -200 \\
 529 && 535 && 735
 \end{aligned}$$

Second strategy :

$$\begin{array}{r}
 \textcircled{2} \textcolor{red}{15} \\
 \textcolor{red}{7} \textcolor{red}{3} \textcolor{red}{5} \\
 - \quad 2 \textcolor{red}{0} \textcolor{red}{6} \\
 \hline
 5 \quad 2 \quad 9
 \end{array}$$

c. First strategy :

$$\begin{array}{r}
 \textcircled{0} \textcolor{red}{12} \\
 \textcolor{red}{1} \textcolor{red}{2} \textcolor{red}{7} \\
 - \quad 3 \textcolor{red}{5} \\
 \hline
 9 \quad 2
 \end{array}$$

Second strategy :

$$\begin{aligned}
 35 &= 30 + 5 \\
 127 - 30 &= 97 \\
 97 - 5 &= 92 \\
 &\quad \swarrow -5 \quad \swarrow -30 \\
 92 && 97 && 127
 \end{aligned}$$

d. First strategy :

$\begin{array}{r} 3 \quad 1 \quad 11 \\ \textcircled{1} \quad \textcircled{2} \quad \textcircled{1} \textcolor{red}{9} \\ - \quad 1 \quad 7 \quad 7 \quad 7 \\ \hline 2,442 \end{array}$

Second strategy :

$$\begin{aligned}
 1,777 &= 1,000 + 700 + 70 + 7 \\
 4,219 - 1,000 &= 3,219 \\
 3,219 - 700 &= 2,519 \\
 2,519 - 70 &= 2,449 \\
 2,449 - 7 &= 2,442 \\
 -7 &\quad -70 \quad -700 \quad -1,000 \\
 2,442 &\quad 2,449 \quad 2,519 \quad 3,219 \quad 4,219
 \end{aligned}$$

4

		Strategies may vary
a.	$ \begin{array}{r} 684 \\ - 232 \\ \hline 452 \end{array} $	$ \begin{array}{r} 232 + 452 \\ = 684 \end{array} $
b.	$ \begin{array}{r} 790 \\ - 50 \\ \hline 740 \end{array} $	$ \begin{array}{r} 790 - 740 \\ = 50 \end{array} $
c.	$ \begin{array}{r} 855 \\ - 105 \\ \hline 750 \end{array} $	$ \begin{array}{r} 750 + 105 \\ = 855 \end{array} $
d.	$ \begin{array}{r} 3,489 \\ - 1,263 \\ \hline 2,226 \end{array} $	$ \begin{array}{r} 3,489 - 2,226 \\ = 1,263 \end{array} $

Exercise 33

a. The total amount =

$$365 + 475 = 840 \text{ pounds}$$

b. The days left = $365 - 147$

$$= 218 \text{ days}$$

- c. The number of students = $1,355 + 1,420 = 2,775$ students
- d. The number of pages left = $370 - 139 = 231$ pages
- e. The number of all marbles = $435 + 435 + 435 = 870 + 435 = 1,305$ marbles
- f. The number of books on loan and missing = $525 + 137 = 662$ books
The number of books in the library now = $2,475 - 662 = 1,813$ books
- g. What Sami paid = $3,250 + 675 = 3,925$ L.E.
The money left = $6,000 - 3,925 = 2,075$ L.E.
- h. What they need = $4,590 - 2,410 = 2,180$ pounds

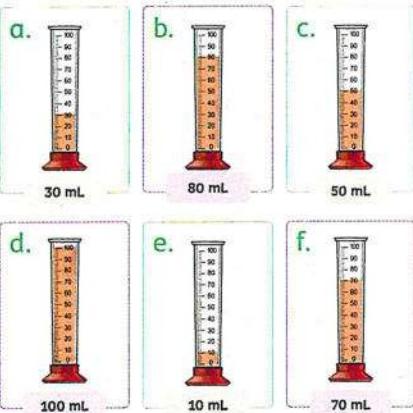
Exercise 34

- 1 a. 1 L b. 300 mL c. 10 mL
 d. 40 L e. 2 L f. 500 mL
 g. 200 mL h. 3 L i. 350 mL
 j. 2 L k. 10 mL l. 50 L

Answers of Chapter 6

- 2 a. 30 b. 60 c. 80
d. 70 e. 90 f. 50

3



- 4 a. b. c. d.
-
- The figure shows four graduated cylinders, each with a red base and a clear glass tube with markings from 0 to 100 mL in increments of 10. The liquid level in each cylinder is as follows:
a. 80 mL
b. 90 mL
c. 70 mL
d. 60 mL

- 5 a. 5,000 b. 9,000 c. 3
d. 4 e. 25,000 f. 37
g. 10,000 h. 7,000 i. 75
j. 1

- 6 a. 3,000 b. 14,000 c. 10,000
d. mL e. L f. capacity
g. 330 mL h. 2 i. 70
j. capacity k. L l. 5,000
m. 3 n. 3 o. L
p. mL

- 7 $1\text{ L} = 1,000\text{ mL}$,
 $1,300 - 1,000 = 300\text{ mL}$
Sameh drank 300 mL more than 1 L

ANSWERS

of Step by Step Revision



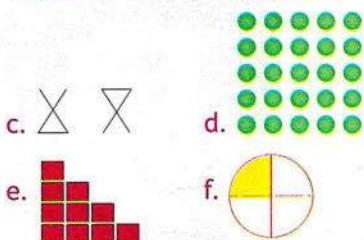
Answers of Worksheets

Sheet 1

1 a. -10 b. $+16$ c. -25

2 a. 53, 56 + 3
 b. 40, 30 - 10
 c. 135, 140 + 5

3 a.  b. **78**

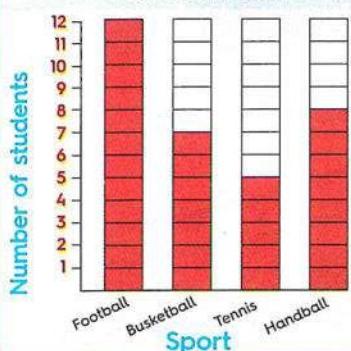


Sheet 2

Favorite sports

Sport	Tally	Number of students
Football		12
Basketball		7
Tennis		5
Handball		8

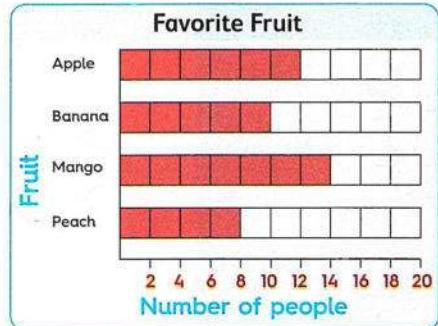
Favorite animal



- a. 7 students b. Football
 c. Tennis

2 a. 26, 28 + 2
 b. 15, 10 - 5
 c. 28, 35 + 7
 d. 33, 43 + 10
 e. 456, 567 + 111
 f. 300, 100 - 200

3

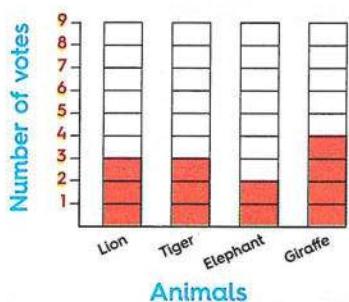


- a. 10 persons b. 26 persons

4

Favorite animal

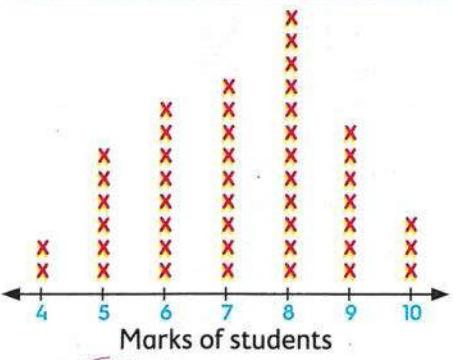
Kind	Tally	Number
Lion		3
Tiger		3
Elephant		2
Giraffe		4

Favorite animal

- a. Giraffe b. Lion , Tiger
c. 2 persons d. 1 person

Sheet 3

1

Marks of students in math exam

Key Each X = 1 student

2

Favorite Color

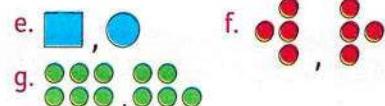
Color	Tally
Yellow	
Blue	
Red	
Green	

- a. 25 students b. Green
c. Blue d. 40 students

- 3 a. 4 children b. 5 children
c. 5 children d. 7 children

- 4 a. 10 children b. Saturn
c. 7 children d. 3 children

- 5 a. 31 , 28 b. 24 , 30
c. 39 , 49 d. 10 , 15

**Sheet 4**

- 1 a. 7 , 70 b. 2 c. 4
d. 22 e. 7,70

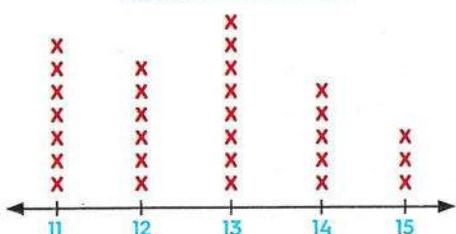
- 2 a. 3 b. 200 c. cm
d. m e. <

3

Length of hand

Length	Tally	Number
11 cm		7
12 cm		6
13 cm		8
14 cm		5
15 cm		3

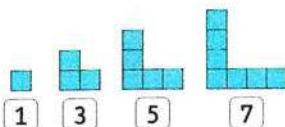
Lengths of hand



Key Each **X** = 1 child

Assessment - Chapter 1

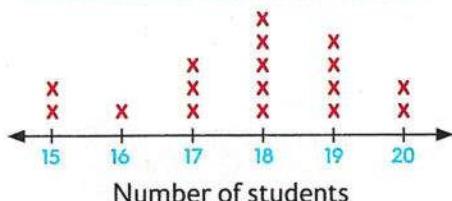
- 1 a. 50 b. 2 , 50
 c. 2 d. 45 , 44
-
- 2 a. 3 b. 38
 c. 2 d. 5
-
- 3 a. X b. ✓ c. ✓ d. X
-
- 4 The order is : 77 cm , 70 cm ,
 77 mm , 70 mm
-
- 5



- 6 a. > b. >
 c. < d. <

7

Marks of students in an exam



Number of students

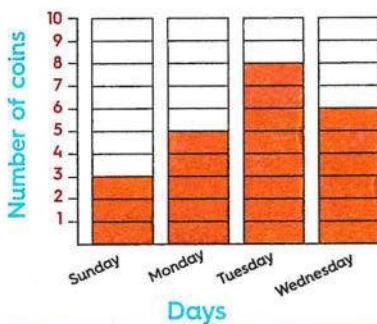
Key Each **X** = 1 student

8

Saved coins

Day	Tally	Number
Sunday		3
Monday		5
Tuesday		8
Wednesday		6

Saved coins



Sheet 5

- 1** a. 921,458
b. $900,000 + 20,000 + 1,000$
 $+ 400 + 50 + 8$
c. Nine hundred twenty-one
thousand, four hundred fifty-
eight

2 The order is : 978 , 4,792 , 7,563
, 8,460

- 3** a. 9,730 b. 3,079
4 a. 7,038 b. 500
c. 3,206 d. Thousands
e. 30 f. 3
g. 120 h. 8

Sheet 6

- 1** a. Ten thousands b. 0
c. 304,789 d. 750,906
e. 48

- 2** a. 7,400 b.  
c. 642,713 d. 7,000

- 3 a. < b. > c. <
d. > e. > f. =

- 4 a. X b. X c. ✓
d. X e. ✓

Sheet 7

- 1** a. 3, 4, 12 b. 4, 2, 8

- 2 a.

- b.

- 3 a. Ten thousands b. <
c. 987, 540 d. 3
e. 800, 000

- 4 a. $300,000 + 10,000 + 4,000$
 $+ 50 + 2$
b. $70,000 + 2,000$
c. $30,000 + 7,000 + 500 + 60 + 1$
d. $10,000 + 4,000 + 30 + 1$

Sheet 8

- 1 a. ✓ b. ✓ c. ✗
d. ✓ e. ✗ f. ✗

- 2 a. 
 $3 \times 4 = 12$

b. 
 $2 \times 5 = 10$

$$3 \times 4 = 12$$

$$2 \times 5 = 10$$

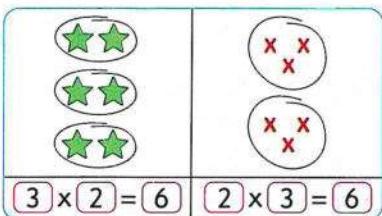
- | | |
|----|---|
| C. |  |
|----|---|

$$6 \times 3 = 18$$

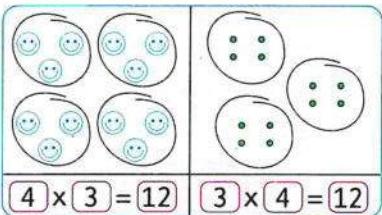
- 3 a. → Ten thousands
b. → Hundred thousands
c. → Ones
d. → Hundreds
e. → Thousands
f. → Tens

Sheet 9

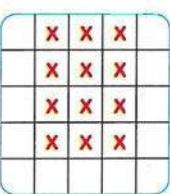
1 a.



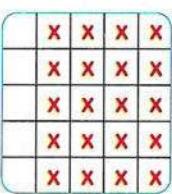
b.



2 a.



b.



3 a. ✓

b. ✓

c. ✗

d. ✗

e. ✗

f. ✗

Assessment - Chapter 2

1 a. 30,000

b. 258,731

c. $6,000 + 200 + 30 + 9$

d. =

e. >

f. 3

2 a. $\rightarrow 4 + 4 + 4$

b. $\rightarrow 5 + 5 + 5 + 5$

c. $\rightarrow 2 \times 3$

d. $\rightarrow 3 \times 5$

3 a. ✓ b. ✗ c. ✗ d. ✗

4 a. 3

b. 2

c. 50,050

d. 3,6,18

e. $5 + 5$

f. 0

g. 4 rows of 3

$$4 \times 3 = 12$$

h. 5 groups of 2

$$5 \times 2 = 10$$

5 a. The order is : 812,926 , 812,437 , 100,369 , 99,512 , 766

b. The order is : 7,403 , 43,007 , 304,700 , 307,040

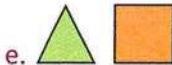
- | | | |
|--------|------|------|
| 6 a. > | b. = | c. > |
| d. > | e. > | f. < |
| g. = | h. > | |

Accumulative Assessment

Till chapter 2

1 a. $3 \times 5 , 3 \times 6$ b. 5

c. 5,631 d. 1,500



2 a. ✗ b. ✓ c. ✗
d. ✓ e. ✗

3 a. 5 b. 30

c. 9

d. 9

e. 55

f. 60

- 4** a. \longrightarrow 20 mm
 b. \longrightarrow 200 cm
 c. \longrightarrow 1 m
 d. \longrightarrow 100 mm

- 5** a. 6 b. 3 c. 9



$$2 + 2 + 2 = 6$$

$$3 \times 2 = 6$$

- 7** a. The order is : 7,482 , 12,158 ,
 54,658 , 954,201
 b. The order is : 833,400 ,
 833,312 , 83,987 , 8,315

Sheet 10

- 1** a. 8 b. 3,700
 c. 87,520 d. 12
- 2** a. 4,000 , 60 , 2 b. 2 , 3
 c. 6 d. 10

- 3** a. $3 \times 4 = 12$ peanuts
 b. $7 \times 3 = 21$ mangoes
 c. $3 \times 5 = 15$ balls

Sheet 11

- 1** a. 12 b. 12 c. 0
 d. 24 e. 8 f. 10
 g. 18 h. 32 i. 24
 j. 8 k. 27 l. 16
 m. 20 n. 0 o. 14

- 2** a. 10 b. 12
 c. 204,678 d. Thousands
 e. 5

- 3** a. 32 , 34 , 36 , 38 , 40 , 42 , 44 ,
 46 , 48 , 50 , 52 , 54 , 56 , 58
 b. 33 , 36 , 39 , 42 , 45 , 48 , 51 ,
 54 , 57
 c. 36 , 42 , 48

Answer may vary

Sheet 12

- 1** a. $\bullet 6 \times 5 = 30$
 $\bullet 7 \times 4 = 28$
 $\bullet 6 \times 2 = 12$
 $\bullet 6 \times 6 = 36$
 $\bullet 7 \times 6 = 42$
 $\bullet 5 \times 7 = 35$
 $\bullet 7 \times 0 = 0$
 $\bullet 3 \times 9 = 27$
 $\bullet 2 \times 10 = 20$
- b. $\bullet 7 \times 3 = 21$
 $\bullet 5 \times 9 = 45$
 $\bullet 7 \times 7 = 49$
 $\bullet 5 \times 6 = 30$
 $\bullet 5 \times 5 = 25$
 $\bullet 6 \times 8 = 48$
 $\bullet 3 \times 5 = 15$
 $\bullet 5 \times 4 = 20$
 $\bullet 7 \times 9 = 63$

- c. $\bullet 6 \times 4 = 24$ $\bullet 7 \times 8 = 56$
 $\bullet 6 \times 10 = 60$ $\bullet 0 \times 8 = 0$
 $\bullet 1 \times 3 = 3$ $\bullet 6 \times 9 = 54$
 $\bullet 7 \times 5 = 35$ $\bullet 5 \times 8 = 40$
 $\bullet 6 \times 3 = 18$

- 2** a. < b. > c. >
 d. < e. > f. =
 g. = h. < i. <
 j. >

- 3** a. X b. ✓ c. X
 d. ✓ e. ✓ f. X
 g. ✓

Sheet 13

1 a.

- $8 \times 2 = 16$
- $9 \times 5 = 45$
- $8 \times 6 = 48$
- $10 \times 2 = 20$
- $8 \times 10 = 80$
- $10 \times 6 = 60$
- $9 \times 6 = 54$
- $8 \times 7 = 56$
- $9 \times 9 = 81$
- $8 \times 9 = 72$

b.

- $10 \times 3 = 30$
- $8 \times 1 = 8$
- $9 \times 7 = 63$
- $8 \times 5 = 40$
- $10 \times 7 = 70$
- $9 \times 8 = 72$
- $10 \times 5 = 50$
- $8 \times 4 = 32$
- $9 \times 3 = 27$
- $8 \times 3 = 24$

c.

• $6 \times 4 = 24$	• $6 \times 3 = 18$
• $5 \times 6 = 30$	• $4 \times 4 = 16$
• $6 \times 6 = 36$	• $0 \times 7 = 0$
• $4 \times 3 = 12$	• $8 \times 8 = 64$
• $7 \times 10 = 70$	• $6 \times 9 = 54$

- 2** a. ✓ b. ✗ c. ✓
 d. ✗ e. ✓ f. ✓
 g. ✓

- 3** • Multiples of 5 are ,15 ,20 ,25 ,30 ,35 ,40 ,45 ,50 ,55 ,60 ,65 ,70 ,75 ,80 ,85 ,90 and 95
 • Multiples of 10 are ,20 ,30 ,40 ,50 ,60 ,70 ,80 and 90
 • Common multiples of 5 and 10 are ,20 ,30 ,40 ,50 and 60

Answer may vary

Sheet 14**1**

①	②	③	⑥
1	x	6	= 6
2	x	3	= 6
3	x	2	= 6
6	x	1	= 6

①	⑨	③	⑯
1	x	27	= 27
3	x	9	= 27
9	x	3	= 27
27	x	1	= 27

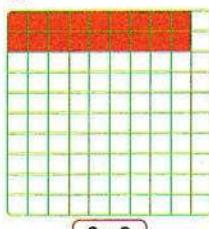
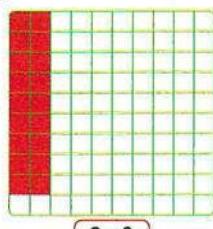
②	③	④	⑥
2	x	6	= 12
3	x	4	= 12
4	x	3	= 12
6	x	2	= 12

2**a.**

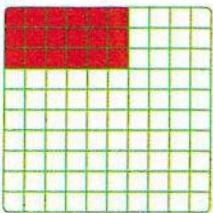
1 x 20	20 x 1
2 x 10	10 x 2
4 x 5	5 x 4

Factors are:
1, 2, 4, 5, 10 and 20**b.**

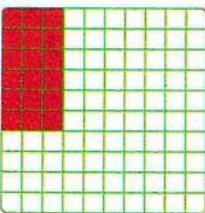
1 x 12	12 x 1
2 x 6	6 x 2
3 x 4	4 x 3

Factors are:
1, 2, 3, 4, 6 and 12**3****18****a.****b.**

c.



d.



- 4 a. $\rightarrow 1 \times 0$ b. $\rightarrow 4 \times 10$
 c. $\rightarrow 2 \times 6$ d. $\rightarrow 2 \times 9$
 e. $\rightarrow 4 \times 6$

- 5 a.
 b.
 c.
 d.

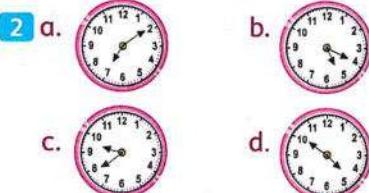
- 6 a. 42 b. 54 c. 36
 d. 70 e. 64 f. 35
 g. 16 h. 63 i. 48

- 7 a. 3 equal rows
 , 4 in each row , 12 in all
 b. 2 equal columns
 , 3 in each column , 6 in all

- 8 a. 30 b. 3,005
 c. Ten thousands d. 3×9
 e. <

Sheet 15

- 1 a. b.
 c. d.



- 3 07 : 40

- 4 a. 4,000 b. 56 c. 70
 d. 18 e. 24 f. 5
 g. $4 \times 7 = 28$ h. 50

5 04 : 45

Sheet 16

1

- a. Divide 6 into 3 equal groups b. Divide 12 into 4 equal groups
- 2 in each group.

3 in each group.

- 2 a. 32 b. 4 c. 39

3 4 apples

- 4 a. 102,479 b. 3,000
 c. 8 d. 6
 e. 6

Sheet 17

- 1 a. 4 b. 7 c. 7 d. 7
 e. 9 f. 3 g. 9 h. 1
 i. 8 j. 4 k. 6 l. 5
- 2 a. 6 b. 12 c. 7 d. 3
 e. 56 f. 9 g. 3 h. 14
 i. 5

3

a. $3 \times 9 = 27$
 $9 \times 3 = 27$
 $27 \div 3 = 9$
 $27 \div 9 = 3$

b. $2 \times 7 = 14$
 $7 \times 2 = 14$
 $14 \div 7 = 2$
 $14 \div 2 = 7$

4



08 : 25

- 5 a. 2,732 b. 50,809

Assessment - Chapter 3

- 1 a. 10 b. 12 c. 7
 d. 2 e. 30 f. 4

- 2 1×18 18×1
 2×9 9×2
 3×6 6×3

Factors are 1, 2, 3, 6, 9 and 18

3 01 : 25

- 4 a. 12 b. 0 c. 15
 d. 6 e. 10

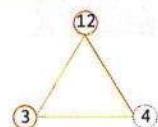
5 $5 \times 3 = 15$ balls.

6 $3 \times 4 = 12$

$4 \times 3 = 12$

$12 \div 3 = 4$

$12 \div 4 = 3$



Accumulative Assessment

Till chapter 3

- 1 a. ✓ b. ✗ c. ✗
 d. ✗ e. ✓ f. ✗

- 2 a. 20 b. 7 c. 6
 d. 35 e. 10 f. 5

3 a. $\longrightarrow 36 \div 6$

b. $\longrightarrow 1 \times 5$

c. $\longrightarrow 2 \times 6$

d. $\longrightarrow 7 \div 7$

e. $\longrightarrow 2 \times 1$

- 4 a. 37,465 b. $9 + 9$ c. 8
 d. 1,400 e. 72 f. 3

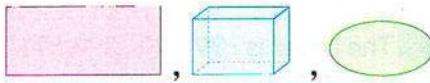
5 Order is : 9,009 , 9,999 , 91,005 , 91,500 , 99,007

6

$3 \times 5 = 15$ $5 \times 3 = 15$ $15 \div 5 = 3$

7 $35 \div 7 = 5$ pounds.

- 8 a. 3 b. 5 c. 16

Sheet 18**1**

2 a. $\rightarrow 6 \times 6$

b. $\rightarrow 1 \times 0$

c. $\rightarrow 2 \times 10$

d. $\rightarrow 2 \times 4$

e. $\rightarrow 30 \div 3$

- 3**
- a. triangle b. 6
-
- c. 4 d. heptagon
-
- e. 5, 5 f. sides , vertices

- 4**
- a. 4 sides b. 3 vertices c. 6 sides
-
-

Answer may vary

Sheet 19

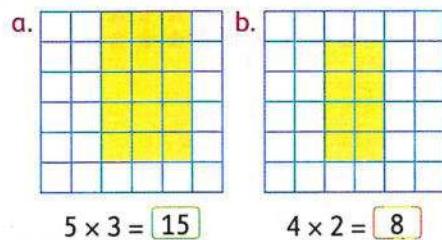
- 1**
- a. Trapezium b. Square
-
- c. Rectangle
-
- d. Parallelogram

- 2**
- a. 4 b. 2 c. 4
-
- d. 1 e. 2 f. 7

- 3**
- a.
- $7 \times 2 = 14$
- b.
- $9 \times 3 = 27$
-
- $14 \div 2 = 7$
- $27 \div 3 = 9$
-
- $14 \div 7 = 2$
- $27 \div 9 = 3$
-
- c.
- $3 \times 6 = 18$
-
- $6 \times 3 = 18$
-
- $18 \div 6 = 3$

4 $30 \div 6 = 5$ monkeys can be fed.**Sheet 20**

- 1**
- a. Area =
- $4 \times 7 = 28$
-
-
- b. Area =
- $4 \times 4 = 16$
- square units
-
- c. Area =
- 12
-

2

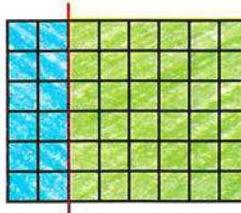
- 3**
- a. 2, 4
-
- b.
- $70,000 + 3,000 + 200 + 80 + 9$
-
- c. 3 d. 15,789 e. 4

- 4**
- a. square b. parallelogram
-
- , 4 , 2
-
- , 2 , 2
-
- , 4 , 4

Sheet 21

- 1**
- a.

Answer may vary



Answers of Worksheets

6 \times **2** = **12**

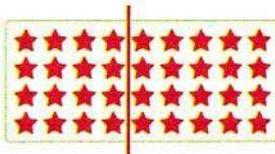
6 \times **6** = **36**

12 + **36** = **48**

$6 \times 8 = 48$

$6 \times 8 = (6 \times 2) + (6 \times 6)$

b.



4 \times **4** = **16**

4 \times **5** = **20**

16 + **20** = **36**

$4 \times 9 = 36$

$4 \times 9 = (4 \times 4) + (4 \times 5)$

- 2** a. 8 b. 8 , 5 c. 5 , 8
 d. 3 , 5 e. 5 f. 7 , 6
 g. 5 , 15 h. 3 , 13 i. 4 , 10
 j. 6 , 12

- 3** a. 26 , 29 + 3
 b. 22 , 20 - 2

- 4** a. 4 rows of 2 b. 7 columns of 3 c. 1 row of 5
-

- 5** a. 12 b. 32 c. 54
 d. 50 e. 4 f. 5
 g. 5 h. 4 i. 7,542
 j. 5,089 k. 5 l. 2
 m. 15

6 a. **03 : 25**

b. **08 : 50**

c. **01 : 45**

d. **11 : 55**

- 7** The order is : 79,999 , 390,571 ,
 391,897 , 735,429 , 745,216

Assessment - Chapter 4

- 1** a. Circle b. 6 sides
 c. Trapezium d. 9
 e. 4×9

- 2** The area = 6×8
 = 48 square units

- 3** $6 \times 7 = (6 \times 5) + (6 \times 2)$
 = 42 square units

- 4** a. Rectangle , 4 , 4
 b. Hexagon , 6 , 6

Accumulative Assessment

Till chapter 4

- 1** a. 765 , 876 b. 53,538
 c. 10 d. 5
 e. 300 f. 15
 g. 3

- 2** a. X b. ✓
 c. ✓ d. ✓
 e. X f. ✓
 g. X

- 3** a. Area = 6×4
 = 24 square units.

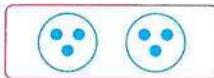
b. Area = 3×6
= 18 square units.

c. Area = 10

- 4 a. Parallelogram b. Trapezium

, 2	, 0
, 2	, 1
, 4	, 4

5



$$3 + 3 = 6$$

$$3 \times 2 = 6$$

6

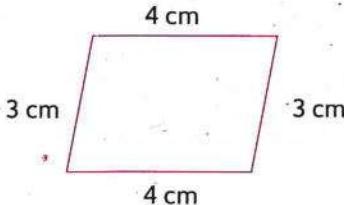
Saved coins		
Day	Tally	Number
Sunday		4
Monday		6
Tuesday		10
Wednesday		5



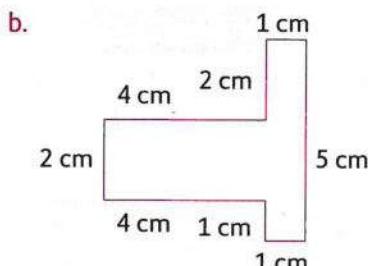
Sheet 22

- 1 a. 14, 12 b. 18, 12

- 2 a.



$$\text{Perimeter} = 3 + 4 + 3 + 4
= 14 \text{ cm}$$



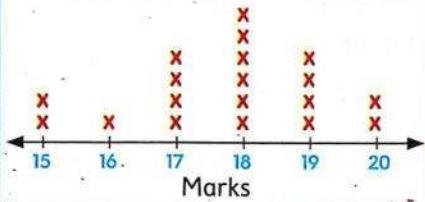
$$\text{Perimeter} = 1 + 2 + 4 + 2 + 4 + 1 + 1 + 5 = 20 \text{ cm}$$

3 Perimeter = $4 + 4 + 3 = 11 \text{ cm}$

- 4 a. trapezium b. 1
c. 2×6 d. 7 e. 12
f. 6×7 g. 24 h. 7
i. 305,251

5

Marks of students in an exam



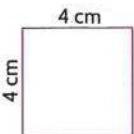
Key

Each X = 1 student

6 05 : 45

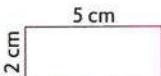
Sheet 23

1 a.



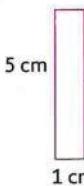
$$\text{Area} = 4 \times 4 \\ = 16 \text{ square centimeters}$$

b.



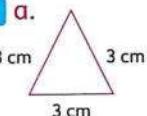
$$\text{Area} = 5 \times 2 \\ = 10 \text{ square centimeters}$$

c.



$$\text{Area} = 5 \times 1 = 5 \text{ square centimeters}$$

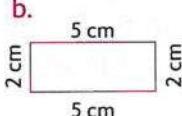
2 a.



$$\begin{aligned} \bullet \text{ Perimeter} &= 3 + 3 + 3 \\ &= 9 \text{ cm} \end{aligned}$$

• Name : Triangle

b.



$$\begin{aligned} \bullet \text{ Perimeter} &= 5 + 2 + 5 + 2 \\ &= 14 \text{ cm} \end{aligned}$$

• Name : Rectangle

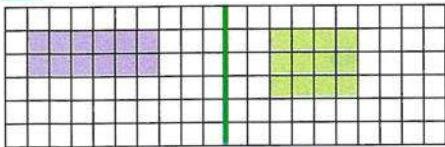
3 a. 36 , 40 , + 4

b. 20 , 15 , - 5

4 What Sara eats in a week = 5×7
= 35 carrots

Sheet 24

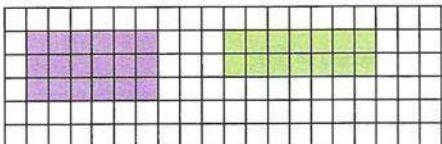
1



Area = 12 square units.
Perimeter = 16 length units.

Area = 12 square units.
Perimeter = 14 length units.

2



Area = 18 square units.
Perimeter = 18 length units.

Area = 14 square units.
Perimeter = 18 length units.

3 a. 9×3

b. $700,000 + 50,000 + 3,000 + 900 + 20$

c. 42

d. 8

e. 200

Sheet 25

1 The perimeter

$$= 15 + 10 + 15 + 10 = 50 \text{ cm}$$

2 The area

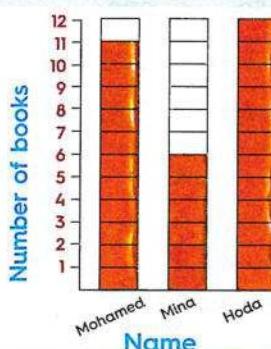
$$= 4 \times 5 = 20 \text{ square meters}$$

3 The number of oranges in each plate = $21 \div 3 = 7$ oranges

4 a. 20 b. 21 c. 42

d. 36 e. 5 f. 8

5 The order is : 579,989 , 589,979 ,
740,852 , 952,640

6**Number of library books checked out**

- a. 11 b. 18

Sheet 26

- 1** a. 300 b. 60 c. 200
 d. 140 e. 480 f. 270
 g. 150 h. 420 i. 280
 j. 180 k. 210 l. 450

- 2** a. 53,004 b. Thousands
 c. 98,310 d. 10 e. 36
 f. $3 \times 2 = 6$

3 $5 \times 8 = 40$
 $8 \times 5 = 40$
 $40 \div 5 = 8$
 $40 \div 8 = 5$

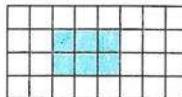
- 4** a. < b. > c. >
 d. < e. = f. =

Assessment - Chapter 5

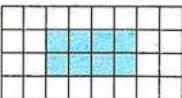
- 1** a. Perimeter = 12 cm
 Area = 8 square centimeters

- b. Perimeter = 16 cm

Area = 15 square centimeters

2

Answers may vary

3

Answers may vary

4

- a. $\longrightarrow 60 \times 2$
 b. $\longrightarrow 6 \times 30$
 c. $\longrightarrow 6 \times 10$
 d. $\longrightarrow 4 \times 40$

- 5** The length of the border

$$= 40 + 30 + 40 + 30$$

$$= 140 \text{ cm}$$

Accumulative Assessment

Till chapter 5

- 1** a. 30,003 b. ,
 c. 9 d. 6
 e. 10 f. 20
 g. 210

- 2** a. > b. =
 c. 100 d. 10
 e. 6,000

- 3 a. ✓ b. ✓ c. ✗
d. ✓ e. ✗

4 The perimeter

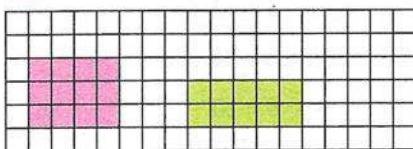
$$= 3 + 1 + 3 + 1 = 8 \text{ m}$$

5 a. half past 1 b. quarter to 5

01 : 30

04 : 45

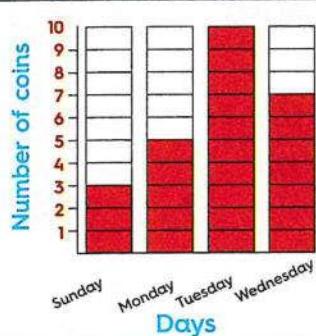
6 Answers may vary



7 Saved coins

Day	Tally	Number
Sunday		3
Monday		5
Tuesday		10
Wednesday		7

Saved coins



Sheet 27

- 1 a. 150 b. 800 c. 18,000
d. 3,500 e. 1,200 f. 32,000
g. 1,800 h. 7,200 i. 2,800

- 2 a. $2 \times 2 = 4$ b. $2 \times 3 = 6$
c. $5 \times 3 = 15$ d. $4 \times 1 = 4$
e. $2 \times 4 = 8$ f. $4 \times 4 = 16$
g. $9 \times 3 = 27$

$$3 6 \times 3 + 6 \times 2 = 18 + 12 = 30$$

- 4 a. Trapezium b. Parallelogram
c. Square d. Rectangle

Sheet 28

- 1 a. 2 b. 5 c. 54
d. 63 e. 4 f. 0
g. 72 h. 9 i. 90
j. 64 k. 42 l. 9
m. 49 n. 8 o. 3

2 The order is : 204,111 , 203,415 ,
170,072 , 52,791

- 3 a. 01 : 15 b. 05 : 55
c. 04 : 40

- 4 a. 200 mL b. 2 L c. 350 mL

5 The length of fence = $150 + 100 + 150 + 100 = 500 \text{ m}$

Sheet 29

- 1** a. 5 b. 24 c. 0 d. 3
 e. 1 f. 81 g. 10 h. 9
 i. 2 j. 0 k. 1 l. 10
 m. 5 n. 2 o. 0

- 2** a. 3 b. 8 c. 6

- 3** a. 2,4,8 b. 1,6,6

- 4** The order is : 97,988 , 178,000 ,
201,003 , 432,823

Sheet 30

- 1** a. 50,000 b. 79,999
 c. 705,030
 d. Hundred thousands
 e. 0×10 f. 74,005
 g. < h. 10

- 2** a. 2 b. 7 c. 6 d. 7
 e. 3 f. 2 g. 45 h. 14
 i. 56 j. 5 k. 4,200 l. 72

- 3** a. Rectangle , 4 , 4
 b. Hexagon , 6 , 6
 c. Triangle , 3 , 3

Sheet 31

- 1** a. $700 + 20 + 8$
 $100 + 80 + 9$
 $800 + 100 + 17 = 917$

(1)(1)

728

+ 189

917

b. $500 + 40 + 3$

$50 + 8$

$500 + 90 + 11 = 601$

(1)(1)

543

+ 58

601

2 a. $315 + 148 = 463$

b. $166 + 294 = 460$

3 a. $02:00$

It's 2 o'clock

b. $11:45$

It's quarter to 12

c. $04:15$

It's quarter past 4

4 a. mm b. m

Sheet 32

1 a.

4	15	12	
5	/	2	
-	2	7	9
			2
			8
			3

$279 = 200 + 70 + 9$

$562 - 200 = 362$

$362 - 70 = 292$

$292 - 9 = 283$

b.

7	10	
3	/	0
-	7	4
		3
		0
		6

$$74 = 70 + 4$$

$$380 - 70 = 310$$

$$310 - 4 = 306$$

- 2 a. > b. > c. = d. >
 e. > f. > g. < h. >
 i. = j. = k. >

- 3 a. 3,600 b. 56,000 c. 32
 d. 20,000 e. 81 f. 56
 g. 43,53

- 4 The area = $3 \times 2 = 6$ square meters
 She will need 6 tiles.

Sheet 33

- 1 What she has left = $435 - 118$
 = 317 cards
- 2 The greatest number
 = $416 + 245 = 661$ passengers

- 3 The price of the mobile and speaker = $3,250 + 675$
 = 3,925 pounds
 What has left = $6,000 - 3,925$
 = 2,075 pounds

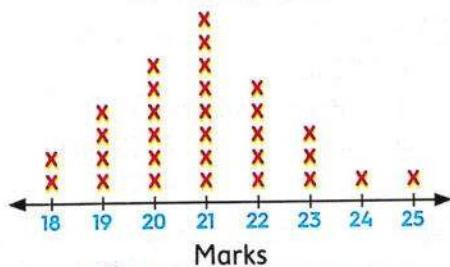
- 4 a. 903 b. 945 c. 60
 d. 3,829 e. 750 f. 585

5

Marks of students in an exam

Marks	Tally	Number of students
18		2
19		4
20		6
21		8
22		5
23		3
24		1
25		1

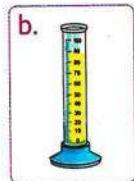
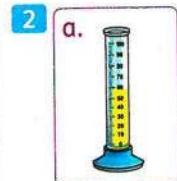
Marks of students in an exam



key Each X = 1 student

Sheet 34

- 1 a. 11,000 b. 70 c. 4
 d. 56 e. mL f. 2,100
 g. 7 h. 17,600



3**a.****07 : 55****b.****04 : 10****Assessment - Chapter 6**

- 1** a. 641 b. 2,000 c. 21,000
d. 40,000 e. 806,258 f. 7

- 2** a. 885 b. 3,850 c. 4,265
d. 3,749

3

- 4** a. 63 b. 3 c. 120
d. 7,000 e. 5 f. 4

5 The cost of T.V. and speaker =
 $4,500 + 375 = 4,875$ L.E.

The money left = $7,000 - 4,875$
= 2,125 L.E.

Accumulative Assessment**Till chapter 6**

- 1** a. X b. ✓ c. ✓
d. X e. X f. ✓

- 2** a. 4 b. 5 c. 6 , 5 d. 6 e. 7

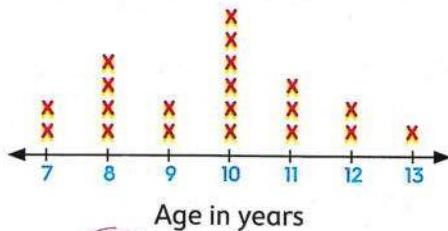
- b. 5 c. 5
d. Hundreds e. 25 f. 7

- 3** a. 459 b. 424
c. 6,613 d. 4,433

4 The total amount = $540 + 475$
= 1,015 pounds

- 5** a. 7 b. 7 c. 21
d. = e. 7 f. 20

- 6** a. \longrightarrow 7,419 b. \longrightarrow 374
c. \longrightarrow 335 d. \longrightarrow 509

7**Ages of children in karate class****key**

Each X = 1 child

- a.** 3 **b.** 10 **c.** 20

Answers of General Revision

Chapter 1

- 1 a. 2 b. 50 c. 57,47

d.  e. 122,125

f. 26,30 g. 

- 2 a. X b. X c. ✓

d. ✓ e. X f. X

g. ✓

- 3 a. mm b. m

c. mm d. m

-

4 Favorite ice cream flavor

Flavor	Tally
Chocolate	
Vanilla	
Caramel	
Strawberries	-

- a. 32 b. 12
c. strawberries d. caramel

- 5 a. →  b. → 
c. →  d. → 

- 6 a. 37 mm b. 58 mm c. 50 mm

d. 43 mm e. 26 mm

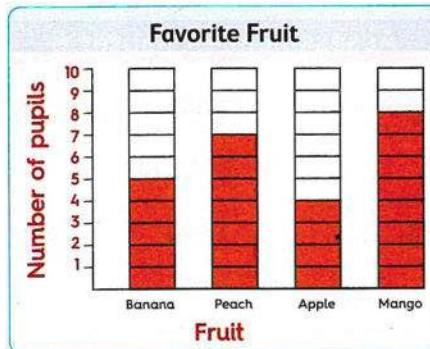
The order is : 26 mm , 37 mm ,
43 mm , 50 mm , 58 mm

- 7 a. 2 players b. 24 years
c. 4 players d. 11 players

8

Favorite Fruit

Fruit	Tally	Number
Banana		5
Peach		7
Apple		4
Mango		8



Chapter 2

- 1 a. 1,549

b. $50,000 + 1,000 + 400 + 80 + 4$

c. 2,705 d. Ten thousands

e. 0 f. 3,21

- 2 a. 60,260 b. 34,890 c. 4,000

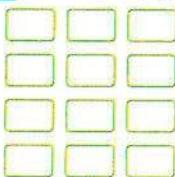
d. Hundred thousands

e. $5 + 5 + 5$

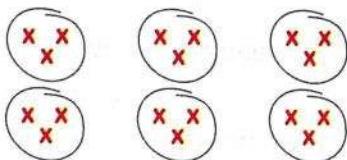
- 3 a. ✓ b. X c. X

d. X e. X

4 $3 \times 4 = 12$



5 $3 \times 6 = 18$



- 6 a. > b. = c. > d. >
 e. > f. < g. = h. >

- 7 • The greatest number is 9,540
 • The smallest number is 4,059

- 8 a. • 3 rows of 4

$$4 + 4 + 4 = 12$$

$$3 \times 4 = 12$$

- 5 rows of 2

$$2 + 2 + 2 + 2 + 2 = 10$$

$$5 \times 2 = 10$$

- b. • 2 groups of 4

$$4 + 4 = 8$$

$$2 \times 4 = 8$$

- 4 groups of 3

$$3 + 3 + 3 + 3 = 12$$

$$4 \times 3 = 12$$

- 9 a. The order is : 833,400 ,
 833,312 , 83,987 , 8,315
 b. The order is : 499,145 ,
 69,270 , 9,654 , 9,325

- 10 a. The order is : 7,482 , 12,158 ,
 54,658 , 954,201
 b. The order is : 9,807 , 28,009 ,
 67,512 , 805,325

Chapter 3

- 1 a. 27 b. 5 c. 3 d. 8
 e. 8 f. 0 g. 24 h. 25
 i. 4 j. 9 k. 8 l. 8
 m. 7 n. 63 o. 20 p. 42
 q. 15 r. 6 s. 90 t. 72
 u. 6

- 2 a. < b. < c. > d. =
 e. = f. < g. > h. >

- 3 a. $2 \times 3 = 6$
 $3 \times 2 = 6$
 $6 \div 2 = 3$
 $6 \div 3 = 2$
 b. $3 \times 5 = 15$
 $5 \times 3 = 15$
 $15 \div 3 = 5$
 $15 \div 5 = 3$

Answers of General Revision

- 4 a. $\rightarrow [3 \times 4]$ b. $\rightarrow [4 \times 6]$
c. $\rightarrow [30 + 6]$ d. $\rightarrow [1 \times 9]$
e. $\rightarrow [2 \times 4]$

5 1×12 , 12×1

2×6 , 6×2

3×4 , 4×3

• Factors are : 1, 2, 3, 4, 6
and 12

- 6 a. 1 : 25 b. 6 : 50

7



8



9 40

10 14, 8, 10, 20

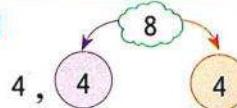
11 60, 80, 50, 100, 10

12 2

13 3, 6, 9, 12, 15, 18

14 15, 20, 25, 30, 35, 40

15



16 a. The number of seeds = 5×7
= 35 seeds

b. The number of strings = 6×10
= 60 strings

Chapter 4

- 1 a. square, 4, 2, 4
b. rectangle, 2, 2, 4
c. parallelogram, 2, 2, 4
d. rhombus, 4, 2, 4
e. trapezium, 0, 1, 4

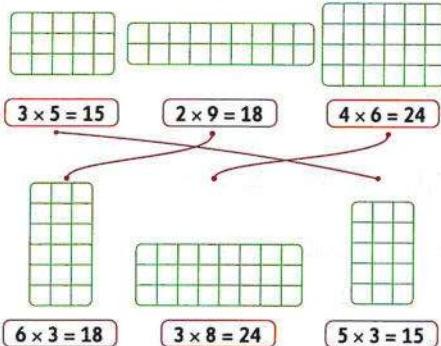
- 2 a. $2 \times 4 = 8$ b. $3 \times 6 = 18$
c. $5 \times 4 = 20$ d. $5 \times 6 = 30$
e. $6 \times 4 = 24$ f. $4 \times 4 = 16$

- 3 a. trapezium b. 6
c. pentagon d. 1
e. 4 f. 9

- 4 a. parallel b. 3
c. 15 d. 4
e. 2 f. octagon

- 5 a. ✓ b. ✓ c. ✗
 d. ✗ e. ✗ f. ✓

6



- 7 a. $6 \times 4 = 24$

(Answers may vary)

$$6 \times 3 = 18$$

$$24 + 18 = 42$$

$$6 \times 7 = 42$$

$$6 \times 7 = (6 \times 4) + (6 \times 3)$$

b. $6 \times 4 = 24$

$$6 \times 4 = 24$$

$$24 + 24 = 48$$

$$6 \times 8 = 48$$

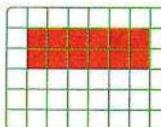
$$6 \times 8 = (6 \times 4) + (6 \times 4)$$

Chapter 5

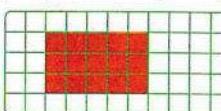
- 1 a. Perimeter = $4 + 5 + 6 = 15$ cm
 b. Perimeter = $3 + 4 + 3 + 5 = 15$ cm

- 2 a. 18, 18 b. 14, 12
 c. 14, 9 d. 20, 24

- 3 (Answers may vary)



- 4 (Answers may vary)



5 The perimeter = $2 + 1 + 2 + 1 = 6$ m

6 The area = $5 \times 3 = 15$ square meters

- 7 a. 80 b. 450 c. 240
 d. 270 e. 180 f. 280
 g. 350 h. 150 i. 180
 j. 420

- 8 a. $(9 \times 5) \times 10 = 45 \times 10 = 450$
 b. 12, 120
 c. $(5 \times 6) \times 10 = 30 \times 10 = 300$
 d. 14, 140
 e. $(3 \times 2) \times 10 = 6 \times 10 = 60$
 f. 35, 350
 g. $(9 \times 2) \times 10 = 18 \times 10 = 180$
 h. 27, 270

Chapter 6

- | | | |
|---|-----------|-----------|
| 1 | a. 40 | b. 12 |
| | c. 180 | d. 3,000 |
| | e. 81 | f. 0 |
| | g. 350 | h. 0 |
| | i. 5,400 | j. 32 |
| | k. 6 | l. 1,400 |
| | m. 72 | n. 21,000 |
| | o. 18,000 | p. 20,000 |
| | q. 0 | r. 2,700 |

- 2 a. 705 b. 357
c. 341 d. 876
e. 91 f. 1,110
g. 3,405 h. 2,149
i. 6,150 j. 6,210
k. 4,718 l. 2,297
m. 1,606 n. 1,464
o. 4,000 p. 212
q. 3,936 r. 6,364

- 3 a. Hundred thousands
b. Hundreds -
c. Tens
d. Ten thousands

- 4 a. 7,000 b. 0
c. 30,000 d. 2

5 a. > b. > c. > d. >
e. > f. = g. < h. >
i. = j. >

6 a. 2 L b. 10 mL c. 50 L

7 a. 30 mL b. 60 mL c. 80 mL

8 a. 5,000 b. 17,000 c. 7
d. 10 e. L f. L
g. mL

- 9 a. What Bassem paid = 5×90
= 450 pounds

b. The remainder = $5,000 - 3,550$
= 1,450 L.E.

c. The number of all trees
 $= 475 + 516 = 991$ trees

d. What she spent = $1,250 + 375$
= 1,625 pounds

The money left with her
 $= 3,000 - 1,625$
= 1,375 pounds

Answers of Final Assessments

Model 1

- 1 a. 840 b. $>$ c. 30,785
 d. 12 e. 4 f. 2

- 2 a. 1,200 b. 451,331
 c. 8,598 d. $3 + 4 + 5 = 12$
 e. 6 f. 9

- 3 a. The number of eggs in each plate $= 15 \div 5 = 3$ eggs

b. **06 : 15**, quarter past six

c. 5 cm



- Perimeter $= 5 + 2 + 5 + 2 = 14$ cm
- Area $= 5 \times 2 = 10$ square centimeters

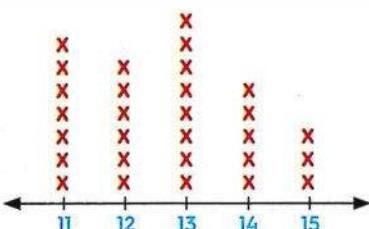
- d. ① 25 ② 30
 ③ 71 ④ 15

4

Length of hand

Length	Tally	Number
11 cm		7
12 cm		6
13 cm		8
14 cm		5
15 cm		3

Length of hand



Each x = 1 child

Model 2

- 1 a. Ten thousands b. 6
 c. 12 d. $>$
 e. 15 f. 1,200

- 2 a. 56
 b. $20,000 + 5,000 + 600 + 7$
 c. 22
 d. rectangle, rhombus, square
 e. 3,000
 f. 36, 40, 44

- 3 a. 30



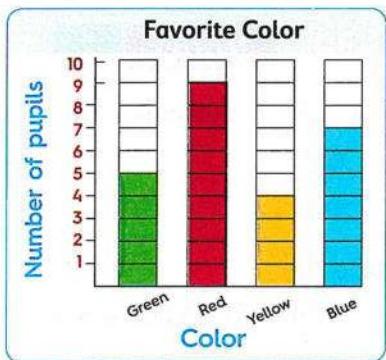
- b.
 c. The order is : 105,000 , 501 hundreds , 50 thousands , 15,001

- d. The number of apples = 6×9
 = 54 apples

- e. ① 826 ② 3,275

f.

Favorite color		
Color	Tally	Number
Green		5
Red		9
Yellow		4
Blue		7



Model 3

- 1 a. \times b. 30 c. 50,000

- d. $=$ e. f. 2

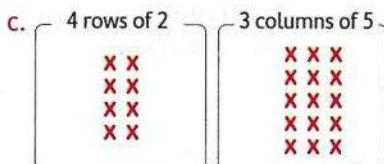
- 2 a. 500 b. 7,000 c. 1,2,4

- d. 25 e. 12 f. 3,275

- 3 a. The number of marbles =

$$153 + 223 = 376 \text{ marbles}$$

- b. The order is : 24,362 ,
 325,261 , 532,271 , 532,272



- d. 35 e. $2 \times 5 = 10$

Model 4

- 1 a. $<$ b. 20 c. 14

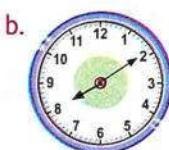
- d. 240 e. 40 f. 72

- 2 a. $70,000 + 8,000 + 30 + 2$

- b. 3 c. 3 d. 80

- e. 11,025 f.

- 3 a. square , 4 , 2 , 4
 parallelogram , 2 , 2 , 4



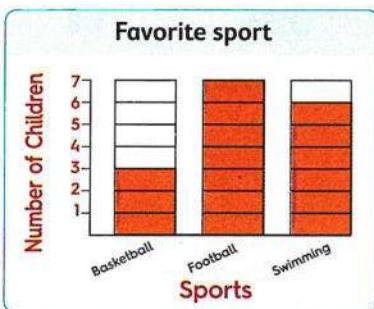
c. • Perimeter = $3 + 3 + 3 + 3$
 = 12 cm

• Area = 3×3
 = 9 square centimeters

d. What Sarah has = 4×5
 = 20 sweets

e

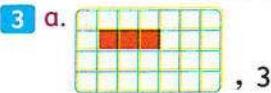
Favorite sports		
Sports	Tally	Number
Basketball		3
Football		7
Swimming		6



Model 5

- 1** a. 8 b. 3×4
c. 0 d. 70
e. circle f. trapezium

2 a. 3,205 b. 4,187
c. 5 d. 64,54
e. 3 f. 1,2,3,4,6,12



c. $462 + 241 = 703$

- d. ① 56 ② 35 ③ 9 ④ 8

e.

Favorite pet	
Pet	Tally
Cat	
Dog	
Fish	

Model 6

- 1 a. = b. 4 c. 80
d.  e. 20 f. 9,648

- 2 a.  , b. 968,431 c. 6
 d. 203,456 e. 4
 f. 2,030

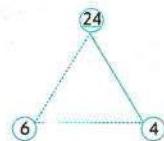
- 3 a. $231 + 560 = 791$

$$\text{b. } 6 \times 4 = 24$$

$$4 \times 6 = 24$$

$$24 \div 6 = 4$$

$$24 \div 4 = 6$$



- c. ① 02 : 45 It is quarter to three

- ② 06 : 15 It is quarter past six

- d. Number of borrowed and**

$$\text{missed books} = 1,580 + 370$$
$$= 1,950 \text{ books}$$

Number of books in the

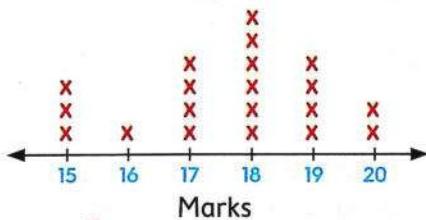
library = 5,775 – 1,950

= 3,825 books

e.

Marks of students in an exam		
Marks	Tally	Number of students
15		3
16		1
17		4
18		6
19		4
20		2

Marks of students in an exam



Key

Each X = 1 student

Model 7

- 1 a. 6 b. 180 c. 6
 d. 300,000 e. = f. 8×9

- 2 a. $30, + 2, 32, + 2, 34, + 2, 36$
 b. 35,000
 c. 4 rows of 3, $4 \times 3 = 12$
 d. 21 e. 6 f. 20,757

- 3 a. The order is : 97,394 , 97,541 , 725,743 , 734,520

- b. ① 03 : 00

3 o'clock

- ② 09 : 45

quarter to 10

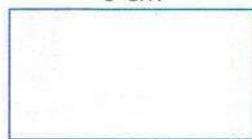
- c. ① 10,307

② 3,162

- ③ 56

④ 8

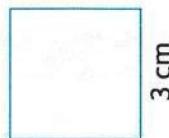
- d. ① 5 cm



3 cm

Area = 15 square centimeters
 Perimeter = 16 cm

- ② 3 cm



3 cm

Area = 9 square centimeters
 Perimeter = 12 cm

- e. ①



- ②

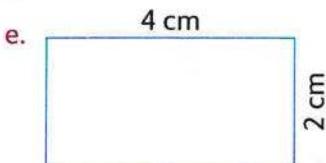


Model 8

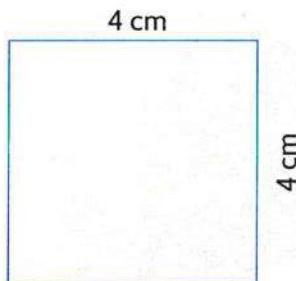
- 1 a. $40 \div 5$ b. 1 c. 2,000
 d. 11 e. 30 f. 5

- 2 a. 900,000 , 30,000 , 400 , 20
 b. 4 c. 14 d. 7
 e. 0 f. 63

- 3** a. ① 35 ② 53 ③ 42
 b. ① 6,150 ② 381,850,1,231
 c. ① $\rightarrow 4 \times 6$ ② $\rightarrow 20 - 6$
 ③ $\rightarrow 2 \times 6$ ④ $\rightarrow 7 \times 0$
 d. 2



Area = 8 square centimeters
 Perimeter = 12 cm



Area = 16 square centimeters
 Perimeter = 16 cm

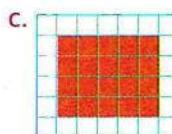
Model 9

- 1** a. 8 b. 9 c. 150
 d. < e. 750,843 f. 580

- 2** a. 17 b. 1,2
 c. 4,000, thousands
 d. 6 e. 6,218
 f. 1,2,4,8

- 3** a.
-
- $5 \times 4 = 20$

- b. ① 81 ② 756

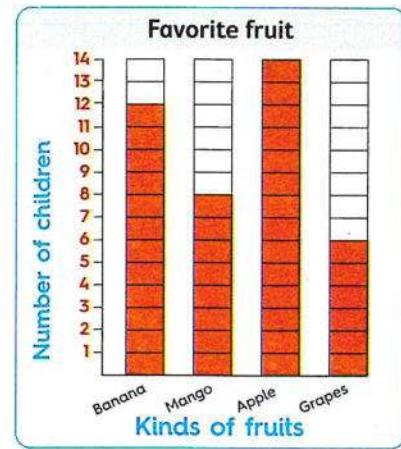


The perimeter = $5 + 4 + 5 + 4$
 = 18 length units

- d. The number of dogs = $32 \div 4$
 = 8 dogs



f.



Model 10

- 1** a. 6,502 b. 45
 c. 10 mm d. =
 e. 7,000 f. 17,000

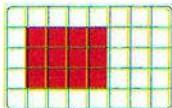
Answers of Final Assessments

2 a. 50 b. 11

c. 500,740 d. 0



3 a.



b. The number of books left
 $= 7,530 - 2,370$
 $= 5,160$ books

c.

Shape	Name	Number of sides	Number of vertices
	Square	4	4
	rhombus	4	4
	pentagon	5	5

d.

Favorite color		
Color	Tally	Number
Red		3
Blue		7
Yellow		11
Black		4

① 7

② Yellow

③ 4

